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## THE LATIN LEAFLET

Issued by the Department of Classical Languages in conjunction with  
the Texas Classical Association in the interest of Latin  
teaching in the high schools of Texas

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**The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.**

**Sam Houston**

**Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge and the only security which freemen desire.**

**Mirabeau B. Lamar**

## THE LATIN LEAFLET

Number 35

### TOURNAMENT NUMBER FOR 1939-1940

#### MODERN LATIN

The Latin Department of the Austin Senior High School announces a semester course called *Modern Latin*. It offers an opportunity for juniors and seniors who have not studied Latin to become acquainted with the general structure and history of the Latin language, its relation to English and the Romance Languages, common Latin and some Greek roots in English, and an outline of Roman history and the contribution of Roman civilization and culture to our own.

The course counts as a half credit toward graduation. It is by no means a substitute for Latin but should be valuable to students who have missed Latin, whether they intend to enter college or not. It has been well said that he who holds on with his finger tips is better than he who has let go altogether.

#### FOR STUDENTS PLANNING TO ENTER THE UNIVERSITY OF TEXAS

In planning high-school programs, students should be informed of the following:

1. A third or fourth year of a foreign language, if in addition to the fifteen units required for admission, will count for college credit. Each additional year of language study counts as three college credits (semester hours) toward the degree of Bachelor of Arts, provided this language is studied in college for one more year and completed with a grade of at least *B*.

2. Two years of one foreign language beyond high-school courses or elementary college courses are required for the degree of Bachelor of Arts. Students offering two units of Latin for admission to the University may take Latin B and Latin 1 to satisfy this requirement. Students offering three or four units take Latin 1 and Latin 13. A student beginning a new language at the University, must take three full courses in that language.

3. A student may substitute a year of Greek, or if he has had three or four years of high-school Latin, Latin 1, for prescribed mathematics. The same Latin course may not, however, be both a substitute for mathematics and satisfy the foreign language requirement.

4. Though a single unit in a foreign language may now be counted for admission to the University if the student otherwise fulfills the requirements of "Section A," the basic subjects, it should be borne in mind that the student will have to repeat work in this language from the beginning if he intends to continue it at the University.

#### THE TEXAS CLASSICAL ASSOCIATION, NOVEMBER MEETING

The annual meeting of the Texas Classical Association will be held in San Antonio November 30-December 2 in conjunction with the meeting of the Southern Section of the Classical Association of the Middle West and South. Details of the program will appear in the *Texas Outlook*.

Since this organization is meeting in Texas for the first time, it is hoped that Texas teachers will take advantage of this opportunity to meet and hear their colleagues from other states.

#### THE TEXAS LATIN TEACHERS INSTITUTE

The first Texas Latin Teachers Institute was held at The University of Texas June 12 through June 17. It was a distinct success. Forty-three enrolled and paid fees while others attended a few meetings as visitors. The evening lectures, which were open to the public, attracted many.

Dr. B. L. Ullman, Professor of Latin in the University of Chicago, was the leading speaker. He showed a thorough understanding of the problems that confront Latin teachers in high schools. Those who attended agreed

The schedule follows:

Sister M. Bertrand, St. Anthony's High School, Beaumont.  
Mary D. Bourne, Tyler Senior High School.  
Mary King Boyd, Sherman High School.  
Myrtille Bradfield, Highland Park High School, Dallas.  
M. Josephine Brinkerhoff, Hogg Junior High School, Tyler.  
Mrs. Marian C. Butler, Waco High School.  
Mrs. Roy Camblin, Taylor High School.  
Rona Collier, San Jacinto High School, Houston.  
Opie Davis Dalby, Texarkana Senior High School.  
Reta Rogers Debenport, Big Spring High School.  
Mrs. I. H. Devine, Ball High School, Galveston.  
Bonnie Wilma Elliott, Austin.  
Mrs. R. N. Elliott, Corsicana High School.  
Anna Gardner, Pascal High School, Fort Worth.  
Lila Thrace Greene, Galena Park High School, Houston.  
William J. Hagerty, Marshall High School.  
Martha Lucy Hankins, Paris High School.



Mary D. Hardin, Hearne High School.  
 Anne Elizabeth Harris, Albert Sidney Johnston High School, Houston.  
 Miss Roger G. Haynes, Ennis High School.  
 Irene Elizabeth Higgs, Thomas Edison High School, San Antonio.  
 Helen Elizabeth Hill, Austin Senior High School, Austin.  
 Mrs. Russell H. Hughes, West Junior High School, Waco.  
 Nell V. Ingram, Longview Senior High School.  
 Mrs. Robert Kehl, Waco Junior High School.  
 Mrs. Ruthabel Cross Lander, Austin.  
 D. J. McWilliams, Mart High School.  
 Sue Belle Mann, Deputy State Supervisor, Alpine.  
 Hilda Masters, Highland Park Senior High School, Dallas.  
 Lourania Miller, Forest Avenue High School, Dallas.  
 Lucy Moore, Seymour High School.  
 Webb Leonidus Moore, San Marcos Academy.  
 Gladys Eleanor Morgan, Thomas Jefferson High School, San Antonio.  
 Clara Josephine O'Neal, San Angelo Junior High School.  
 Elor Osborn, Waco High School.  
 Hattie Lucile Paxton, Robert E. Lee High School, Goose Creek.  
 Auvaline M. Provence, Wills Point High School.  
 Mary Erma Rosson, San Angelo Senior High School.  
 Dorothy Rushing, Lott.  
 Mary Edith Taylor, University High School, Austin.  
 Katherine Thompson, McKinney High School.  
 Annie Laurie Walker, Pascal High School, Fort Worth.  
 Nellie D. Yunk, Cisco High School.

#### SOCIAL VALUES IN THE STUDY OF LATIN

(Given at the Texas Latin Teachers Institute)

If there is justification for a title "Industrial Arts as a Social Study" (*School and Society*, June 11, 1927), then surely we can claim the same status for Latin. But in claiming for Latin a seat among the social sciences, I do not wish to be misunderstood. Of course it also has a place among other subjects; in fact it is all things to all pupils. Let it not be said that the social values of Latin may be obtained more easily and more speedily through English. I grant that in part this is true. Nor should it be argued that the other values of Latin too can be achieved in simpler ways than through the study of Latin. Through Latin all the values are realized in one effort, and time is saved after all. For, as has often been pointed out, the argument for Latin is cumulative.

A short time ago, I heard two integrationists and progressivists (in the technical sense of these terms) discuss the subject of Latin. They criticized our teaching of Latin, with its sole emphasis, as they asserted, on grammar. They then told us all the things that we should do. It so happened that these were the very things many of us have been doing for years. Under stress of questioning, these gentlemen admitted that eventually a course in Roman civilization would take the place of Latin. They meant well, but they failed to realize that the social values of Latin are not the only ones. On the other hand, I read not long ago a vicious review by a retired Latin teacher, of a popular first-year Latin textbook (not my own). Although the reviewer admits the cultural quality and interest of the English essays about Roman civilization which the book contains, he damns it for its lack of real Latin, especially the subjunctive. All I can say is that such a point of view is hopeless. It will have the unfortunate effect of bolstering the courage of the die-hard *laudatores temporis acti* who are just as much a danger to Latin in the schools as some of our so-called progressive educators. I am not sure that the good old days were so good; in any case they are gone. To cry for the subjunctive in the first year is like crying for the moon. Besides, if the subjunctive is so essential in the first year because (to quote) "the tiniest pupil in a beginning Latin class thinks in the subjunctive mood every hour of his life," then we should give him the subjunctive the very first week of

the first year. In the attempt to save the subjunctive we shall lose the indicative as well. We can deal with the progressivists and the avowed enemies of Latin, but Jupiter alone can save us from ourselves.

I still recall with some vividness my first illuminating contact with Rome. It was in a fourth or fifth reader in which appeared Pliny's two letters about the eruption of Mt. Vesuvius. I was fascinated by this intimate account of human beings just like ourselves, who lived nearly nineteen centuries ago. It is still more fascinating to read these letters in the language in which they were written, for the intimacy becomes all the greater. These and similar documents are read by Latin pupils today in their first few years of study, but were ignored in the so-called good old days.

So let us be good social scientists in the Latin class, using both Latin and English materials for our purpose. If even a progressivist admits the value of learning something about the Romans, it hardly seems necessary to argue that point. All roads lead back to Rome, for our civilization, such as it is, is fundamentally Roman. To be sure there are those who would try to forget the entire past. They were well satirized in a little skit in the *Saturday Evening Post*. The latest college curriculum, according to this satire, consists of such courses as "History: Survey courses in American history from its beginnings in 1933," and "World history from the discovery of the world by Lenin to the present." Under Latin: "No courses offered this year;" under mathematics: "See Latin;" under science: "See mathematics." There is more than a little truth in this: As goes Latin, so go the modern languages, mathematics, most history, and pure science. As Christopher Morley puts it in *The Trojan Horse*, "We think a lot of Now, but isn't Then always getting the better of it? Let's mix them together and make them Always." That is our problem as teachers, to blend past and present, to show the relation and significance of what was to what is. (Cf. *Classical Outlook*, May, 1938.)

The reason for emphasizing the social aspect of our Latin teaching is of course obvious. It is because of the insistence on social science in the current educational movement, the integrated curriculum. For Latin, like other subjects, responds to new developments in the educational world. I am reminded of some verse I wrote a short time ago:

Education: Castigation.  
 Spare the rod and spoil the child.  
 Education: Segregation.  
 Girls in classrooms make boys wild.  
 Education: Socialization.  
 Pupils teach and teachers beam.  
 Education: Motivation.  
 Interest is the theme supreme.  
 Education for Vocation.  
 Mend a tire and dress a doll.  
 Education: Integration.  
 Social science—that is all.  
 Save the nation by innovation,  
 Information, concatenation,  
 Revelation, elucidation,  
 Affirmation, visualization.  
 Here an ation and there an ation,  
 Latin all by derivation.

As a matter of fact a subject like Latin is and should be an integrated curriculum in itself. What questions for discussion are not suggested by the Latin texts that we read? They run the gamut of politics and sport, honor and patriotism, religion and the home, amusements, travel, concrete highways, slavery, marriage, and war, books and baths, holidays and hotels, animals and apartment houses, government relief, France *versus* Germany, love or duty. The Latin course can be a magic box from which any topic at all may be drawn out to inspire and instruct an interested and attentive class.

In a document entitled "The School and the State in American Democracy" presented before a meeting of the National Council of Education at Cleveland in February, 1939, Professor George S. Counts of Teachers College, Columbia University, states that the school should provide, among other things, "as thorough instruction as time permits in the nature and history of man, with particular emphasis on the content and fortunes of the great liberal and humane tradition developing through the ages and on the contribution of diverse races and peoples to our common culture." Here is our opportunity to make the most of classical culture and its influence.

One definition of the major objective of social science is "the development of attitudes that appear desirable in a good citizen, a sense of social responsibility, prejudices in favor of integrity and sincerity, sensitiveness to human misery, open-mindedness, tolerance, the habit of suspending judgment until all sides have had a hearing, and of subjecting public questions to critical examination." It seems to me that one function of Latin teaching is to attain this very objective. Let us see just how we can do it.

The Report of the Classical Investigation lists the following objectives of Latin teaching which may be called social:

"Development of an historical perspective and of a general cultural background through an increased knowledge of facts relating to the life, history, institutions, mythology and religion of the Romans; an increased appreciation of the influence of their civilization on the course of western civilization; and a broader understanding of social and political problems of today."

"Increased ability to understand and appreciate references and allusions to the mythology, traditions and history of the Greeks and Romans."

"The development of right attitudes toward social situations."

"A better acquaintance through the study of their writings with some of the chief personal characteristics of the authors read."

The attainment of these objectives depends chiefly on content but method too is of importance. To give pupils an increased knowledge of the facts of Roman civilization is in the first place a matter of selecting the right material for reading. In addition to this, however, a teacher should emphasize the important points which are brought out by the texts. Thus arises the necessity for attention to the genuine comprehension of the Latin studied. In addition, the teacher should encourage reading in English on the points treated in the Latin text. Especially now that courses in ancient history are no longer as common as they were some years ago in the high school, it becomes necessary for the Latin teacher to make sure that the pupil gets an understanding of the important phases of Roman civilization. This means an acquaintance with the broad outlines of Roman history, with the public and private life of the Romans, and with their ways of thinking. It is not to be expected, naturally, that the pupil can acquire all this information in one year, but the Latin course should be so arranged that during every year the pupil will acquire important new information along the lines suggested.

Not merely the facts of ancient civilization are important but even more so is the influence of Roman ideas and methods on our modern civilization. In selecting the facts for presentation, their relation to modern civilization should always be kept in mind. The keynote should be the antiquity of modernness and the modernness of antiquity. The teacher's aim should be to relate everything in the Latin text read to modern life. It is possible, of course, to draw parallels that do not exist but it is better to err in this direction than in the other of saying nothing at all about similarities. The teacher may feel that he has been successful in the attainment of this objective if the pupils get the feeling that there is nothing new under the sun. Thus the reading of Caesar should lead to comparisons between ancient and modern methods of warfare, to a study of Caesar's battlefields and those of the World War, and to a discussion of the importance and the effect of Caesar's conquests. The reading of Cicero's orations and of Sallust should lead to a comparison between economic and political conditions of ancient and modern times, to the realization that in Cicero's day there was an economic depression and a scarcity of money that caused general discontent, that there were political radicals and conservatives, and that politicians and their methods were much the same then as now. The study of the letters of Pliny and Cicero should reveal the many similarities that exist

between the intimate life of ancient and modern times and prove the essential sameness of human nature.

Some twenty-three years ago I wrote: "Probably the chief value in the study of history is an ethical one—to impress upon the student the essential sameness of human nature throughout all times and climes. Such a feeling is a tremendous upbuilder of character. But young students rarely get this feeling through the mere study of a textbook on history. It is not too much to say that the languages, ancient and modern, must play a large part in giving this type of culture, for they offer direct, first-hand material." (*Classical Weekly*, IX, 1916, 177.) Ethical too are the implications of the objective described in the Report of the Classical Investigation as the development of right attitudes toward social situations. The reference is to such characteristic Roman virtues as patriotism, honor, service, self-sacrifice. In other words, this objective is largely concerned with character development. In these days apparently the best kind of character development is not of the direct sort by moralizing and preaching but rather by indirection. Constant reading of the stories of early Rome which illustrate the characteristic Roman virtues and of which the Romans themselves were exceedingly fond and proud will help in achieving this objective. While the importance of these virtues in bringing about the success of the Romans may well be stressed, the teacher should not be over-insistent as to the virtues of the Romans for fear of producing a result opposite to that intended. The splendid passage in the *Aeneid* (VI, 847-853) offers a fine opportunity for a discussion of the chief qualities of the Romans. There is also opportunity for this in dealing with the allusions to earlier Roman history in Cicero's orations. But the best material consists of the stories of early Rome based chiefly on Livy which are found in many first and second year textbooks. The stories of Regulus, Mucius Scaevola, Scipio, Fabricius, Cincinnatus, Horatius at the Bridge, Manlius Torquatus, Cloelia, Cornelia, are cases in point. The understanding of these stories, incidentally, is necessary for an understanding of the character of Aeneas as depicted by Virgil. Cicero's brief summary of Roman virtues at the beginning of his *Tusculan Disputations* is of interest. He admits the superiority of the Greeks in literature and learning but points to the achievement of the Romans in war as a result of their courage (*virtus*) and discipline (*disciplina*). He then asserts that no nation can be compared with the early Romans in dignity (*gravitas*), perseverance (*constantia*), high aim (*magnitudo animi*), uprightness (*probitas*), and trustworthiness (*fides*).

Another of the objectives listed deals with references to ancient stories in modern reading. The importance and extent of this material is indicated by the studies of Miss Bunyan and Miss King. The former found that in 158 English books read by high school pupils there were 2,504 allusions to antiquity. Over one-half of these were references to mythology, especially to the chief gods, such as Jupiter, Venus, Cupid, Diana, Apollo, etc. In history the chief references were to Caesar, Augustus, Cleopatra, Nero, and Mark Antony. In topography the greatest number of references was to the Coliseum, the Pantheon, and the Forum. In Roman life most often mention was made of gladiators, triumphs, and the wearing of laurel wreaths. The chief literary figures mentioned were Virgil, Horace, and Cicero.

The study of Miss King was based on the classical allusions found in a number of newspapers and magazines published in 1922. A total of 2,738 allusions was found. The details agreed essentially with those given by Miss Bunyan. These two studies suggest the desirability of having pupils bring to the Latin class all the references and allusions to ancient life and literature which come up in their other classes and in their reading of books, magazines, and advertising material. It should not be forgotten that in the last-named one finds a very large number of classical allusions. One can make up a long list of ancient deities by taking the names of articles that are constantly advertised, such as Atlas tires, Hercules powder, the American Mercury, etc.

Even the study of Latin as a language has much to contribute to the attainment of social objectives. Thus the realization that Latin belongs to a large family of languages and is related to the chief languages of Europe is a fact of great cultural significance. Hence the similarities in vocabulary

and grammar of the languages with which a person comes into contact take on new meaning. In addition to this there is the light thrown on the history of civilization by the development of meaning of many Latin words and their English derivatives. Thus the whole history of the city of Rome is pictured for us in miniature in the word "palace." The Latin word *palatium*, from which "palace" is derived, originally meant the Palatine Hill and was connected by the Romans with the name of the goddess Pales, the protectress of the few rude shepherds who first built their huts on this hill before Rome was founded. As the city grew this hill became an important residential district, and at the time of the first emperors it was so desirable a place for residence that the emperors naturally took up their residence there. Eventually they took over the whole hill and covered it with imperial buildings. And so the term *palatium*, which originally suggested the humble huts of primitive shepherds, became synonymous with the magnificent buildings that we now call palaces.

There are many other words that throw light on the history of culture. Thus the word *pecunia*, "money," from which we get our word "pecuniary," is derived from *pecus*, "cattle," the original medium of exchange in primitive times. The word *ambitio*, from which we get "ambition," meant at first seeking for office, the only ambition worth while in ancient days. It is derived from *ambire*, to go about looking for support in the elections. As Weise has said: "Metaphors are one of the main factors in the development of language, and they accurately reflect the spirit of the nation which employs them. We may therefore expect to find in the metaphorical expressions of the Romans a faithful mirror of their popular beliefs and predilections. . . . And it is indeed true that agriculture and military life, the two main columns on which the Roman state rested, are called, in Latin, to do service as metaphors with surprising frequency." (Oscar Weise, *Language and Character of the Roman People*, translated by H. A. Strong and A. Y. Campbell, London, 1909, pp. 14-15.)

B. L. ULLMAN.

#### SUGGESTIONS FOR LATIN CLUBS

An examination of Latinized menus used at our tournament banquets reveals that many of the Latin names for foods are not justified by either classical or traditional usage. It is realized, of course, that many of our present-day articles of diet were unknown to the Romans and for these we should employ Latin terms which were used in the Renaissance, when Latin could be used for conversation by all cultivated persons. Where even these fail, we must resort to inventions on classical models from native names in the country of the origin of the food.

The following lists may be found useful for menu-makers:

1. Divisions of the Feast.  
course, *ferculum*  
appetizers, *gustatio*  
principal course, *caput cēnae*  
dessert, *mēsa secunda*
2. Methods of cooking.  
cook, boil, stew, *coquere—coctus*  
bake (cook in an oven) *furnō coquere*  
broil, roast, *torrēre—tōstus*  
roasted, barbecued (on a spit) *āssus*  
boiled, stewed, *ēlixus*  
fry, *frigere—frictus* or *frixus*  
salted, *salitus*  
spiced, pickled, preserved, *condātus*
3. Bread and Butter.  
butter, *butyrum* (not eaten by Romans; used in medicine as a salve)  
bread, *pānis*  
roll, biscuit, *crūstulum*  
long roll, *crūstulum oblongātum*  
cracker (any flat cooky or cake), *placenta*

Only yeast bread was used by the Romans. Soda and baking powder were unknown.

#### 4. Appetizers, etc.

cocktail (a liquid), *pōtiō ex sūcō* + genitive of name of fruit

fruit salad, *farrāgo pōmōrum*

salad (vegetables seasoned), *acētāria*, -ium (the word *olera* is understood)

soup, bouillon, *ius* or *sorbitiō*

olive, *oliva*

pickle, *cucumis condītus* or *salītus*

nut, *nux*

with hot (barbecue) sauce, *piperātus* (adj.)

with garlic sauce, *alliātus* (adj.)

fish sauce (anchovy paste), *garum*

French dressing, *condimentum Gallicum*

mayonnaise, *condimentum Baleāris minōris* (the English term is from the French name for the island of Minorca)

Thousand Island Dressing, *condimentum mille insulārum*

bread dressing, noodles, macaroni, etc., *opera farināria* (not known in antiquity)

#### 5. Beverages.

fruit juice, *sūcus* + genitive of name of fruit

punch, *mulsum*

(Romans used wine and honey, but fruit juice and sugar can be substituted.)

tea, *thea*, -ae f. (from the Chinese; the *h* is used in the botanical term)

coffee, *kupha*, -ae f. (from the Arabic)

cocoa, *pōtiō ex cacāo* (from Aztec Indian)

milk, *lac*

hot, *calidus*

cold, *glaciātus*

#### 6. Meat and Fish.

ham, *perna*

mutton, *ovina*

beef, *būbula*

lamb, *agnina*

veal, *vitulina*

pork, *suilla* or *porcina*

} these are adjectives agreeing with *carō*, understood.

chop, steak, *frustum* (e.g., veal chop, *frustum vitulinae*)

chicken, *gallina* (chicken patty, *gallina in crustulā*)

young chicken, *pullus*

turkey, *gallus Numidicus* (introduced into Spain and North Africa from South America in 1530)

goose, *anser*

duck, *anas*

fish, *piscis*

lobster, *locusta marīna*

shrimp, *squilla*

oysters, *ostrea*, -ōrum

hamburger or sausage meat, *tomāculum*

wieners, *hillae*

Bologna sausage, *botulus*

egg, *ovum*

meat pie, *artocrea*, -atis, n.

#### 7. Vegetables.

asparagus, *asparagus*

bean (dried), *faba*

bean (green), *phaseolus*

beet (beet-root in England), *bētāceus*

beet-greens, *bēta*, -ae, f.

cabbage, *caulis*

carrot, *pastināca*

cucumber, *cucumis*, -eris, m.

greens, *olus*, -eris, n.  
 lettuce, *lactuca*  
 onion, *bulbus* or *cēpe* (indeclinable)  
 green onion, *porrum*  
 potato, *patāta* (a West Indian word)  
 spinach, *spinācea* (name comes from Persian through Arabic)  
 squash, *cucurbita*  
 tomato, *tomāta* (an Aztec word)  
 turnip, *rāpum*  
 pea, *pisum*  
 pea, dried, black-eyed, *cicer* (this Roman vegetable was not identical with ours, but similar)  
 rice, *oryza*

8. Fruit, desserts, etc.

berry, *bāca*  
 apple, *mālum*  
 cherry, *cerasum*  
 fig, *ficus*, -ī f.  
 fruit, *pōmum* (round fruit from trees)  
 grape, *ūva*  
 orange, *mālum Mēdicum* (apple of Media)  
 peach, *mālum Persicum*  
 pear, *pirum*  
 plum, *prūna*  
 pineapple, *ananas*, -atis f. (a native West Indian word)  
 raisin, *ūva passa*  
 cake, *libum*  
 cooky, *placenta*  
 pie, *crustum pōmīs farsum*  
 ice cream, *flos lactis gelātus*  
 gelatin, *gelātum*  
 fritter, pancake, *laganum*  
 pastry, *opera pistōria* n. plu.

The rhymes on the place-cards at the luncheon of the Tournament Committee were so amusing that we present a selection to test the ingenuity of our students.

The nymphs they loved him very much,  
 But he loved himself as the only such.  
 They laughed and they teased him with "Please won't you kiss us?"  
 But he loved just himself, did this silly.....

He strayed from home full twenty years.  
 His wife, she bathed in salty tears.  
 Sometimes I'd like to give him hisses,  
 And still I like brave old.....

There was a sculptor in olden days,  
 But on no woman would he gaze,  
 Be she fair neighbor or dark-eyed alien;  
 So he made him one, did this.....

She must have been lovely and blithe and coy,  
 Or so thought the fellow who hailed from Troy.  
 But I disapprove. I think him a felon  
 To steal from her husband adorable.....

A hot foot-race beheld by all,  
 By a lovely maid and a hero tall.  
 Applause was wafted upon the breeze,  
 And the name of the winner was.....

Alpheus loved her, but she fled his love  
 And prayed for help to the gods above.  
 They turned her to water, but not to lose her  
 He changed to a stream for his.....



Aurora chose him above any god.  
 She made him immortal with a nod,  
 But neglected to add flaming youth as a bonus,  
 And he shrank to a grasshopper. Poor old.....!

Medea liked him and helped him out  
 Of many troubles as he journeyed about.  
 He got the fleece and then they did hasten  
 To flee to Greece, both she and.....

Their families wouldn't approve their love  
 Although they were mated by stars above.  
 So through a wall for his dear he must  
 Whisper and sigh, "This is....."

A lamp she held o'er her sleeping mate.  
 Some hot oil dropped upon his pate.  
 He flew away. "You me no likee?"  
 Sobbed out our sorrowful, grieving.....

A perfect spouse he could not find,  
 So he chiseled a lass to suit his mind.  
 He sang to her, "O Sole Mia!"  
 And she came to life, did this.....

A bull did coax her to mount his back  
 And they made in the sea a foamy track.  
 She kept her seat, and we only hope her  
 Feet didn't get wet and chill.....

He used three apples of rarest gold,  
 To win a girl who, I've been told,  
 Was cool and fell for no man's banter;  
 But she lost the race, and he won.....

He sighed to hold a swaying reed  
 Instead of the maid his love did need.  
 At his sigh the reed a tune began,  
 And so first were played the pipes by.....

#### THE TEXAS LATIN TOURNAMENT FOR 1939-1940

APRIL 6, 1940

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SIXTEENTH ANNUAL REPORT OF THE TEXAS LATIN TOURNAMENT  
1939

	1938	1939
Essays .....	116	114
Contestants .....	415	400
Teachers Attending .....	105	104
Attendance at Banquets.....	1068	919
Schools .....	88	85

CONTEST WINNERS

*January Beginners*

1. Sue Ann Richardson, Pershing Junior, Houston..... 99.1
2. Marjorie Lewis, Central Junior, Temple..... 97.1
3. Sara Frances Ferguson, Highland Park Junior, Dallas..... 96.6

*First Year*

1. Martha Beresford, Mart..... 98.5
2. Sidney Glasser, Forest Avenue, Dallas..... 98.3
3. Alice Lynn Weaver, San Angelo Junior..... 97.8

*Third Term*

1. Patricia Savage, Sunset, Dallas..... 93.1
2. Marian George, Temple..... 90.6
3. Tom Brewer, San Jacinto High, Houston..... 79.2

*Second Year*

1. Joy Day, Forest Avenue, Dallas..... 95.4
2. Jack Holt, Waco..... 93.1
3. Joaquin Pena, Eagle Pass..... 92.4

*Third Year*

1. Florence Hendler, Temple..... 92.8
2. Jimmie Terrell, San Jacinto, Houston..... 91.2
3. Harry P. Mathis, Jr., Eagle Pass..... 90.4

*Fourth Year*

1. Virginia Humble, Temple..... 93.2
2. Ted Bachman, Tyler..... 92.9
3. Jesse Murphy, Forest Avenue, Dallas..... 89.2

ESSAY WINNERS

*First Year*

1. Elma Jean Noble, Midland.
2. Patricia Savage, Sunset High, Dallas.
3. Bill Law, Cameron.

*Second Year*

1. Carolyn Booth, Longview Senior High.
2. Sidney Suhler, Sunset, Dallas.
3. William St. Clair, Seymour.

*Third Year*

1. Paul Carter, Sunset, Dallas.
2. David D. Clark, Austin Senior High.
3. Helen Sue Stroman, Eagle Pass.

*Fourth Year*

1. Lynette Adams, Waco.
2. Martha Ellen Blalack, Ursuline Academy, Dallas.
3. Mary Owen Johnson, Longview Senior High.

## REGISTRATIONS AT VARIOUS CENTERS—1939

*Gladewater District*

- |                        |                      |
|------------------------|----------------------|
| 1. Gladewater.         | 10. Mt. Pleasant.    |
| 2. Hogg Junior, Tyler. | 11. Sulphur Springs. |
| 3. Greenville Senior.  | 12. Cooper.          |
| 4. Texarkana Senior.   | 13. Marshall.        |
| 5. Gilmer.             | 14. Jacksonville.    |
| 6. Longview Senior.    | 15. Henderson.       |
| 7. Kilgore.            | 16. Elysian Fields.  |
| 8. Tyler Senior.       | 17. Grand Saline.    |
| 9. Wills Point.        |                      |

*Goose Creek District*

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. Lovenberg Junior, Galveston.    | 9. San Jacinto, Houston.      |
| 2. Thomas Jefferson, Port Arthur.  | 10. Kirwin, Galveston.        |
| 3. Goose Creek.                    | 11. Incarnate Word, Houston.  |
| 4. Ball High, Galveston.           | 12. S. F. Austin, Houston.    |
| 5. Pershing Junior, Houston.       | 13. St. Anthony's, Beaumont.  |
| 6. A. S. Johnston Junior, Houston. | 14. Reagan Senior, Houston.   |
| 7. Jasper.                         | 15. Jefferson Davis, Houston. |
| 8. St. James', Port Arthur.        | 16. Galena Park.              |

*Highland Park, Dallas, District*

- |                                     |  |
|-------------------------------------|--|
| 1. Technical High, Dallas.          | 9. Ursuline Academy, Dallas.                     |
| 2. Forney.                          | 10. Arlington Heights, Fort Worth.               |
| 3. North Dallas.                    | 11. Highland Park Junior, Dallas.                |
| 4. St. Edward's Academy, Dallas.    | 12. Denison.                                     |
| 5. Highland Park Senior.            | 13. Mount Carmel, Fort Worth.                    |
| 6. Sunset, Dallas.                  | 14. Denton.                                      |
| 7. Our Lady of Victory, Fort Worth. | 15. Demonstration School,<br>N.T.S.T.C., Denton. |
| 8. Forest Avenue, Dallas.           |  |

*Lamesa District*

- |                       |                       |
|-----------------------|-----------------------|
| 1. San Angelo Junior. | 5. Eagle Pass.        |
| 2. Lubbock Senior.    | 6. Big Spring.        |
| 3. Slaton.            | 7. San Angelo Senior. |
| 4. Midland            | 8. Lamesa.            |

*Mineral Wells District*

- |                      |                  |
|----------------------|------------------|
| 1. Mineral Wells.    | 5. Breckenridge. |
| 2. Ballinger.        | 6. Graham.       |
| 3. Seymour.          | 7. Olney.        |
| 4. Brownwood Junior. |                  |

*Waco District*

- |                               |                          |
|-------------------------------|--------------------------|
| 1. Mart.                      | 8. Allan Junior, Austin. |
| 2. Temple Senior.             | 9. Austin Senior.        |
| 3. Reagan Junior, Temple.     | 10. West Junior, Waco.   |
| 4. Central Junior, Temple.    | 11. Yoe High, Cameron.   |
| 5. Waco Senior.               | 12. North Junior, Waco.  |
| 6. Cleburne.                  | 13. Granger.             |
| 7. University Junior, Austin. | 14. South Junior, Waco.  |

*Wellington District*

- |                                  |                |
|----------------------------------|----------------|
| 1. Amarillo Senior.              | 5. Wellington. |
| 2. Sam Houston Junior, Amarillo. | 6. Pampa.      |
| 3. Central Junior, Amarillo.     | 7. Shamrock.   |
| 4. Buchanan Junior, Amarillo.    | 8. Borger.     |

## GLADEWATER DISTRICT REPORT

## INDIVIDUAL WINNERS

## WINNER OF CUP

*January Beginners*

- |                              |                 |
|------------------------------|-----------------|
| 1. Helen Alexander, Longview | Longview Senior |
| 2. Bonnie Harris, Longview   |                 |

*First Year*

- |  |                  |
|--|------------------|
| 1. Clarence Parker, Marshall             | Texarkana Senior |
| 2. Jesse Wilton Pinion, Texarkana Senior |                  |
| 3. Edward McKinney, Cooper               |                  |

*Third Term*

- |                                     |              |
|-------------------------------------|--------------|
| 1. Helen Warner, Tyler Senior       | Tyler Senior |
| 2. Martha Thedford, Tyler Senior    |              |
| 3. Jean Dickinson, Texarkana Senior |              |

*Second Year*

- |                                    |            |
|------------------------------------|------------|
| 1. Betty Dickens, Greenville       | Greenville |
| 2. Wanda Bennett, Texarkana Senior |            |
| 3. Thelma Ruth Inglis, Cooper      |            |

*Third Year*

- |                                      |             |
|--------------------------------------|-------------|
| 1. Betty Adams, Wills Point          | Wills Point |
| 2. Frances Sue Campbell, Wills Point |             |
| 3. Betty Wolfe, Tyler Senior         |             |

*Fourth Year*

- |                                  |       |
|----------------------------------|-------|
| 1. Ted Bachman, Tyler Senior     | Tyler |
| 2. Martha Jo Hawes, Tyler Senior |       |
| 3. Jack Bixby, Texarkana Senior  |       |

## ESSAY WINNERS

*First Year*

1. Jo Ann Carlton, Gladewater
2. Jesse Wilton Pinion, Texarkana Senior
3. Claudia Saunders, Tyler Senior

*Second Year*

1. Carolyn Booth, Longview Senior
2. Charles Welborn, Gladewater
3. Kathryn Townsend, Texarkana Senior

*Third Year*

1. Merle Warren, Texarkana Senior
2. Betty Wolfe, Tyler Senior
3. Frances Sue Campbell, Wills Point

*Fourth Year*

1. Mary Owen Johnson, Longview Senior
2. Jack Bixby, Texarkana Senior
3. Martha Jo Hawes, Tyler Senior

## CLASS B WINNERS

*First Year*

Edward McKinney, Cooper

*Second Year*

Thelma Ruth Inglis, Cooper

*Third Year*

Betty Adams, Wills Point  
Frances Sue Campbell, Wills Point

## PUPILS MAKING 90 OR ABOVE

*First Year*

Clarence Parker, Marshall.  
Jesse Wilton Pinion, Texarkana  
Edward McKinney, Cooper

*Fourth Year*

Ted Bachman, Tyler Senior

## GOOSE CREEK DISTRICT REPORT

## INDIVIDUAL WINNERS

## WINNER OF CUP

*January Beginners*

- |  |                          |
|--|--------------------------|
| 1. Sue Ann Richardson, Pershing Jr., Houston         | Pershing Junior, Houston |
| 2. Lenora Going, Thos. Jefferson, Port Arthur        | ton                      |
| 3. William Howard Scott, Albert S. Johnston, Houston |                          |

*First Year*

- |   |                         |
|---|-------------------------|
| 1. Ralph Emig, Pershing Jr., Houston      | A. S. Johnston, Houston |
| 2. Dick Smith, A. S. Johnston, Houston    |                         |
| 3. Richard Verret, St. James, Port Arthur |                         |

*Third Term*

- |   |                      |
|---|----------------------|
| 1. Tom Brewer, San Jacinto, Houston             | San Jacinto, Houston |
| 2. Raymond Gorin, Thos. Jefferson, Port Arthur  |                      |
| 3. Mary Louise Brinkman, St. James, Port Arthur |                      |

*Second Year*

- |   |                      |
|---|----------------------|
| 1. Eleanor Burks, San Jacinto, Houston  | San Jacinto, Houston |
| 2. Gloria Oubre, St. James, Port Arthur |                      |
| 3. David Chan, San Jacinto, Houston     |                      |

*Third Year*

- |  |                      |
|--|----------------------|
| 1. Jimmie Terrell, San Jacinto, Houston    | San Jacinto, Houston |
| 2. Ruth Simmons, Incarnate Word, Houston   |                      |
| 3. Mary Jane Voss, Incarnate Word, Houston |                      |

*Fourth Year*

- |  |                        |
|--|------------------------|
| 1. Edith Rose Grady, Thos. Jefferson, Port Arthur    | Thomas Jefferson, Port |
| 2. Genevieve Gallagher, Thos. Jefferson, Port Arthur | Arthur                 |
| 3. Charlotte Samuels, Ball High, Galveston           |                        |

## ESSAY WINNERS

*First Year*

1. Adele Eggers, Lovenberg Junior, Galveston
2. Junelle Beaugh, Robert E. Lee, Goose Creek
3. Catherine Brown, St. Anthony's, Beaumont

*Second Year*

1. Lilian Linson, Jasper
2. Edward Orgeron, St. James, Port Arthur
3. Dixie Goebel, San Jacinto, Houston

*Third Year*

1. Betty Jean Sneyd, Ball High, Galveston
2. Ada Sass, Port Arthur
3. Joe Reid, Jr., Robert E. Lee, Goose Creek

*Fourth Year*

1. Euodia Lee Flagg, Ball High, Galveston
2. Mark Beck, St. Anthony's, Beaumont

## STUDENTS MAKING 90 OR ABOVE

*January Beginners*

1. Sue Ann Richardson, Pershing Junior High, Houston
2. Lenora Going, Thomas Jefferson High, Port Arthur
3. William Howard Scott, Albert Sidney Johnston, Houston
4. Norma Whitaker, Thomas Jefferson High, Port Arthur
5. Janice Kahns, Albert Sidney Johnston, Houston
6. Janie Dawkins, Pershing Junior High, Houston

*First Year*

1. Ralph Emig, Pershing Junior High, Houston
2. Dick Smith, Albert Sidney Johnston, Houston
3. Richard Verret, St. James, Port Arthur
4. La Nell Walker, Incarnate Word Academy, Houston
5. Joe Ader, Thomas Jefferson High, Port Arthur
6. Margaret Russell, St. Anthony's, Beaumont
7. Maralyn McCurdy, Albert Sidney Johnston, Houston
8. Edward Kanewske, St. James, Port Arthur

*Second Year*

1. Eleanor Burks, San Jacinto, Houston
2. Gloria Oubre, St. James, Port Arthur

*Third Year*

1. Jimmie Terrell, San Jacinto, Houston

## HIGHLAND PARK, DALLAS, DISTRICT REPORT

## INDIVIDUAL WINNERS

## WINNER OF CUP

*January Beginners*

- |  |                              |
|--|------------------------------|
| 1. Sara Frances Ferguson, Highland Park Junior, Dallas | Highland Park Junior, Dallas |
| 2. Donald Bobb, North Dallas                           |                              |
| 3. Marguerite Allen, Highland Park Senior, Dallas      |                              |

*First Year*

- |  |                              |
|--|------------------------------|
| 1. Sidney Glasser, Forest Avenue, Dallas | Highland Park Junior, Dallas |
| 2. Wm. Gay Redmond, North Dallas         |                              |
| 3. Carol June Bashford, Sunset, Dallas   |                              |

*Third Term*

- |                                    |                |
|------------------------------------|----------------|
| 1. Patricia Savage, Sunset, Dallas | Sunset, Dallas |
| 2. Billy Carpenter, Sunset, Dallas |                |
| 3. Dick Ferguson, North Dallas     |                |

*Second Year*

- |  |                       |
|--|-----------------------|
| 1. Joy Day, Forest Avenue, Dallas          | Forest Avenue, Dallas |
| 2. Sidney Suhler, Sunset                   |                       |
| 3. Muriel Silberman, Forest Avenue, Dallas |                       |

*Third Year*

- |  |              |
|--|--------------|
| 1. Aubrey Brister, North Dallas                  | North Dallas |
| 2. Tommy Obenchain, Highland Park Senior, Dallas |              |
| 3. Paul G. Carter, Sunset, Dallas                |              |

*Fourth Year*

- |   |                              |
|---|------------------------------|
| 1. Jesse Murphy, Forest Avenue, Dallas        | Highland Park Senior, Dallas |
| 2. Bobby Watkin, Highland Park Senior, Dallas |                              |
| 3. J. W. Mangum, North Dallas                 |                              |

## CLASS B WINNERS

*September Beginners*

1. Mary Jane Bein, Our Lady of Victory, Fort Worth
2. Margaret Ellen Stanley, Ursuline Academy, Dallas
3. Teresa Towns, Ursuline Academy, Dallas

*Second Year*

1. Georgia R. Glover, Demonstration School, Denton
2. Mary H. Goode, Demonstration School, Denton
3. Jean Lynch, Ursuline Academy, Dallas

*Fourth Year*

1. Patricia O'Donnell, Ursuline Academy, Dallas
2. Anna Catherine Romine, Ursuline Academy, Dallas

## ESSAY WINNERS

*First Year*

1. Patricia Savage, Sunset, Dallas
2. Mary Jo Andrews, Forest Avenue, Dallas
3. Teresa Towns, Ursuline Academy, Dallas

*Second Year*

1. Sidney Suhler, Sunset, Dallas
2. Joy Day, Forest Avenue, Dallas
3. Jean Lynch, Ursuline Academy, Dallas

*Third Year*

1. Paul Carter, Sunset, Dallas
2. John Alex Davis, Arlington Heights, Fort Worth
3. Aubrey Brister, North Dallas

*Fourth Year*

1. Martha Ellen Blalack, Ursuline Academy, Dallas
2. Carolyn Russell, Sunset, Dallas
3. Jesse Murphy, Forest Avenue, Dallas

## PUPILS MAKING 90 OR ABOVE

*January Beginners*

Sara Frances Ferguson, Highland Park Junior High School, Dallas  
Donald Bobb, North Dallas High School, Dallas  
Marguerite Allen, Highland Park Senior High School, Dallas  
Elgin Ware, Highland Park Senior High School, Dallas  
Marilyn Yarnell, Sunset High School, Dallas  
Margaret Reynolds, Highland Park Junior High School, Dallas  
Homer Odom, North Dallas High School, Dallas

*First Year*

Sidney Glasser, Forest Avenue High School, Dallas  
Patricia SoRelle, Highland Park Junior High School, Dallas  
Mary Lillian Allen, Highland Park Junior High School, Dallas  
Carol June Bashford, Sunset High School, Dallas  
Margaret Ellen Stanley, Ursuline Academy, Dallas  
Cecil Munn, North Dallas High School, Dallas  
William Gay Redmond, North Dallas High School, Dallas  
W. L. Button, Denton High School, Denton  
Mary Jane Bein, Our Lady of Victory, Fort Worth

*Third Term*

Patricia Savage, Sunset High School, Dallas  
Billy Carpenter, Sunset High School, Dallas  
Dick Ferguson, North Dallas High School, Dallas  
H. B. Sanders, North Dallas High School, Dallas

*Second Year*

Joy Day, Forest Avenue High School, Dallas  
Muriel Silberman, Forest Avenue High School, Dallas  
Mary Ann Minton, Highland Park Senior High School, Dallas  
Dorothy Lamb, Sunset High School, Dallas  
Sidney Suhler, Sunset High School, Dallas

*Third Year*

Aubrey Brister, North Dallas High School, Dallas  
Tommy Obenchain, Highland Park Senior High School, Dallas  
Paul Carter, Sunset High School, Dallas  
Nadine Browning, Sunset High School, Dallas

## LAMESA DISTRICT REPORT

## INDIVIDUAL WINNERS

## WINNER OF CUP

*First Year*

1. Alice Lynn Weaver, San Angelo Junior
2. Garvin Berry, San Angelo Junior
3. Eleanor Porter, Lubbock

San Angelo Junior

*Second Year*

1. Joaquin Pena, Eagle Pass
2. Nora Gene Taylor, Big Spring
3. Edwardine Staton, Eagle Pass

Eagle Pass

*Third Year*

1. Harry P. Mathis, Jr., Eagle Pass
2. Helen Sue Stroman, Eagle Pass
3. Terry Tidwell, Midland

Eagle Pass

*Fourth Year*

1. Bill Noble, Midland
2. Don Griffin, Midland

Midland

## ESSAY WINNERS

*First Year*

1. Elam Jean Noble, Midland
2. Jean Nettleton, San Angelo Junior
3. James Eubanks, Slaton

*Second Year*

1. Estelle Mercer, San Angelo Junior
2. Virginia Ford, Midland
3. Joaquin Pena, Eagle Pass

*Third Year*

1. Helen Sue Stroman, Eagle Pass
2. Billie Jo Jones, Lubbock

*Fourth Year*

1. Nancy Ann Miller, Lubbock Senior
2. Juliana Cowden, Midland

## PUPILS MAKING 90 OR ABOVE

*First Year*

Helen Ball, Lubbock  
 Eleanor Porter, Lubbock  
 Alice Lynn, San Angelo Junior  
 Garvin Berry, San Angelo Junior  
 Grady Milsap, Big Spring

*Second Year*

Joaquin Pena, Eagle Pass

*Third Year*

Helen Sue Stroman, Eagle Pass  
 Harry Mathis, Eagle Pass

## MINERAL WELLS DISTRICT REPORT

## INDIVIDUAL WINNERS

## WINNER OF CUP

*First Year*

1. Janie Lou Lankford, Seymour
2. Juanita Love, Breckenridge
3. Alex McGregor, Ballinger

Seymour

*Second Year*

- |                                   |           |
|-----------------------------------|-----------|
| 1. Mary Simpson, Ballinger        | Ballinger |
| 2. Paul Kelly, Olney              |           |
| 3. Jack Bandy McGregor, Ballinger |           |

## ESSAY WINNERS

*First Year*

1. Ouida Beard, Breckenridge
2. Annadell Wilkins, Seymour
3. Pauline Thorp, Ballinger

*Second Year*

1. William St. Clair, Seymour
2. Evelyn Watson, Brownwood Junior High
3. Mary Simpson, Ballinger

## STUDENTS MAKING 90 OR ABOVE

*First Year*

Janie Lou Lankford, Seymour  
 Beth Baskin, Seymour  
 Alex McGregor, Ballinger  
 Irene Harville, Ballinger  
 Winona Norvelle, Breckenridge  
 Juanita Love, Breckenridge

*Second Year*

Mary Simpson, Ballinger

## WACO DISTRICT REPORT

## INDIVIDUAL WINNERS

## WINNER OF CUP

*January Beginners*

- |  |                        |
|--|------------------------|
| 1. Marjorie Lewis, Central Junior, Temple  | Central Junior, Temple |
| 2. Naomi Ruth Hegar, Reagan Junior, Temple |                        |
| 3. Gibson Gayle, Jr., South Junior, Waco   |                        |

*First Year*

- |                                |      |
|--------------------------------|------|
| 1. Martha Beresford, Mart      | Mart |
| 2. William A. Youngblood, Mart |      |
| 3. Eugene James, Cleburne      |      |

*Third Term*

- |                              |      |
|------------------------------|------|
| 1. Marian George, Temple     | Waco |
| 2. Flora Lee Jarnitzky, Waco |      |
| 3. James Leo Garrett, Waco   |      |

*Second Year*

- |                               |      |
|-------------------------------|------|
| 1. Jack Holt, Waco            | Waco |
| 2. Ruth Longmire, Temple      |      |
| 3. Brooksie Nell Hill, Temple |      |

*Third Year*

- |                               |        |
|-------------------------------|--------|
| 1. Florence Hendler, Temple   | Temple |
| 2. Mary Davis, Temple         |        |
| 3. David Delano Clark, Austin |        |

*Fourth Year*

- |                             |        |
|-----------------------------|--------|
| 1. Virginia Humble, Temple  | Temple |
| 2. Elizabeth Martin, Temple |        |
| 3. Lynette Adams, Waco      |        |

## ESSAY WINNERS

*First Year*

1. Bill Law, Cameron
2. Roy Mae Barron, Cleburne
3. Mary Louise Morrow, Allan Junior, Austin



*Second Year*

1. Jean Halden, Austin Senior, Austin
2. Hilda Laura Rubel, Waco Senior, Waco
3. Barbara Jean Smith, Cleburne

*Third Year*

1. David D. Clark, Austin Senior, Austin
2. Tom Logue, Waco Senior, Waco
3. Jojuana Danforth, Temple

*Fourth Year*

1. Lynette Adams, Waco
2. Helen C. Nolen, Austin
3. Jeanne Booth, Temple

## STUDENTS MAKING 90 OR ABOVE

*January Beginners*

Jo Nell Baker, Central Junior, Temple  
 Marjorie Lewis, Central Junior, Temple  
 Helen Ramirez, West Junior, Waco  
 Gibson Gayle, South Junior, Waco  
 Eloise Jones, North Junior, Waco  
 Betty Jane Skinner, North Junior, Waco  
 Gloria Gould Krouse, Waco Senior  
 Doris Rasbeary, Cleburne  
 Robert Packard, Reagan Junior, Temple  
 Naomi Ruth Hegar, Reagan Junior, Temple

*First Year*

Betty Frances Simpson, Central Junior, Temple  
 Sue Ellen Myers, Central Junior, Houston  
 Martha Beresford, Mart  
 William A. Youngblood, Mart  
 Beverly Caldwell, North Junior, Waco  
 Elizabeth Ann Churchill, North Junior, Waco  
 Marvin Joy Wise, West Junior, Waco  
 Marjorie Kubala, Granger  
 Bennie Kubala, Granger  
 Peggy Orme, Waco Senior  
 Betty Ledbetter, Waco Senior  
 Mary Anne White, Cleburne  
 Eugene James, Cleburne  
 Irene Brandes, Reagan Junior, Temple  
 Faye Standard, Reagan Junior, Temple  
 Ethel Mae Benson, University Junior, Austin  
 Virginia Bybee, Allan Junior, Austin  
 Doris Walker, Allan Junior, Austin

*Second Year*

Jack Holt, Waco

*Third Year*

Mary Davis, Temple  
 Florence Hendler, Temple

*Fourth Year*

Virginia Humble, Temple

## WELLINGTON DISTRICT REPORT

## INDIVIDUAL WINNERS

## WINNER OF CUP

*First Year*

1. Jean Staht, Borger
2. Arthur Schenck, Shamrock
3. Kathleen Rose, Shamrock

Shamrock

*Second Year*

- |                             |          |
|-----------------------------|----------|
| 1. Mayon Goodrich, Shamrock | Shamrock |
| 2. Gwen Neal, Shamrock      |          |
| 3. Ellen Keough, Pampa      |          |

*Third Year*

- |                               |          |
|-------------------------------|----------|
| 1. Carl Hendrix, Amarillo     | Amarillo |
| 2. Dorothy Phillips, Amarillo |          |

## ESSAY WINNERS

*First Year*

- Evelyn Rasmussen, Buchanan Junior, Amarillo
- Helen Dutton, Amarillo Senior
- Virginia Davis, Shamrock

*Second Year*

- Drusilla Adelman, Central Junior, Amarillo
- Phyllis Aldridge, Amarillo Senior
- Nancy Everline, Sam Houston Junior, Amarillo

*Third Year*

- Doris Collie, Amarillo Senior

## PUPILS MAKING 90 OR ABOVE

*First Year*

Jean Staht, Borger  
 Arthur Schenck, Shamrock  
 Kathleen Rose, Shamrock

FINANCIAL STATEMENT FOR TEXAS LATIN TOURNAMENT  
 TO JULY 1, 1939

*Receipts:*

Registrations, 85 at \$3.....	\$255.00
Excess from Gilmer for <i>Leaflets</i> .....	1.00
Refund on pins .....	101.25
Interest .....	.92
Balance from 1938.....	75.30
<b>Total .....</b>	<b>\$433.47</b>

*Disbursements:*

Ribbon .....	\$ 1.75
Refund to Gilmer.....	1.00
Printing .....	15.35
Questions .....	25.39
Prizes, lamps and scrolls.....	93.55
Cards .....	16.85
Postage and express .....	10.80
Stencils and notebooks.....	.40
Gift to Chairman .....	150.00
State Medals .....	47.26
Cut for honor cards.....	2.81
Deficit on Tournament Leaflet.....	13.20
<b>Total .....</b>	<b>\$378.36</b>

\$433.47  
 378.36

\$ 55.11—Balance on hand July 1, 1939.

(Signed) DORA FLACK,  
 State Chairman

Examined and found to be correct:

(Signed) LOURANIA MILLER  
 MYRTLE E. CLOPTON

MINUTES OF THE MEETING OF THE LATIN TOURNAMENT COMMITTEE  
AT WACO, APRIL 29, 1939

Mrs. Minnie Lee Shepard was welcomed as a new member of the Tournament Committee.

Dr. Penick and Miss Collier reported for Goose Creek, stating that the Tournament there was well organized and managed. Seven Houston schools took part. The banquet was very elaborate.

Gladewater reported that the Tournament was well attended.

Wellington's Tournament was planned along the line of a chariot race and included some one-act plays.

Highland Park had everything well organized. A show of slides was given at the banquet. The talk by Supt. Gable was unusually good.

Mrs. Jones reported for Waco, saying that everything went off smoothly and speedily.

At Lamesa, Mrs. Thompson of Eagle Pass and Mr. Rogers carried on for the teacher, who was ill.

The question of the conflict with the state band contests was discussed. It was agreed to put notice in the LEAFLET that the Committee has done everything possible to avoid conflict with other meets, Interscholastic and Band.

The Tournament Committee agrees that an outline and a bibliography should be included with each essay submitted. The bibliography must include pages or chapters read.

The word lists for sight passages and composition shall be clarified.

No sight passage from any of the adopted books shall be included in the examination.

A motion was made and carried that a committee be appointed to work out a plan whereby schools beyond a certain rating (85) shall be given recognition—superior, excellent, highly superior. Mrs. Leon was appointed chairman of this committee.\*

J. N. Brown moved that a card be sent to every contestant who made 90 or above on the examination. The motion carried. Dr. Battle was asked to word and design this card.

The Committee unanimously agreed that the award in the Goose Creek District should stand as made on April 1. It regrets that anyone has been made uncomfortable over an unintentional error.

Mr. Brown moved that a cup be bought for the San Jacinto school. The motion carried.

The financial report was read and approved.

Dr. Leon moved that any deficit on the Tournament Leaflet, August, 1938, be paid out of the Tournament fund. The motion carried.

Dr. Penick moved that Miss Flack be given \$150 as a token of gratitude for the work which she has done so graciously and efficiently. The motion carried.

Miss Miller moved that Miss Flack be asked to continue this work as director of the Tournament. The motion carried.

Mrs. Shepard moved that a vote of thanks be given to the local committee for the arrangements for luncheon. The motion carried.

(Mrs.) MARIAN C. BUTLER, *Secretary*.

## PRESENT AT THE WACO MEETING, APRIL 29, 1939

Miss Dora Flack, Chairman, Dallas  
Dr. H. J. Leon, Austin  
Mrs. H. J. Leon, Austin  
Mrs. Minnie Lee Shepard, Austin  
Dr. Walter H. Juniper, Waco  
Mrs. Walter H. Juniper, Waco  
J. N. Brown, Denton  
Mrs. J. N. Brown, Denton  
Miss Lourania Miller, Dallas

\*The committee, consisting of Mrs. H. J. Leon, chairman; Mrs. M. C. Butler, Waco; and Mr. William F. Hagerty, Marshall, met on July 11 in Austin and decided to announce recognition for excellence as given in No. 21 of general directions in the LEAFLET.

Mrs. Myrtle Clopton, Dallas  
 Miss Myrtille Bradfield, Dallas  
 Miss Rona Collier, Houston  
 Mrs. I. H. Devine, Galveston  
 D. J. McWilliams, Mart  
 Miss Layuna Hicks, Gainesville  
 Miss Mattie Brown, Waco  
 Miss Annie M. Forsgard, Waco  
 Miss Elor Osborn, Waco  
 Mrs. R. H. Hughes, Waco  
 Mrs. L. E. Pierce, Waco  
 Mrs. Marian C. Butler, Waco  
 Dr. D. A. Penick, Austin  
 Mrs. Olivia Jones, Temple  
 Mrs. John Cooper, Waco

#### TOURNAMENT CENTERS FOR 1940

- |   |                      |
|---|----------------------|
| 1. Brownwood .....                        | Margie Patterson     |
| 2. San Angelo .....                       | Josephine O'Neal     |
| 3. Borger .....                           | Mrs. Grace C. Martin |
| 4. Longview .....                         | Nell Ingram          |
| 5. Forest Avenue, Dallas.....             | Lourania Miller      |
| 6. Thos. Jefferson High, Port Arthur..... | Burdette Smyth       |
| 7. To be announced.                       |                      |

The Tournament will be held on April 6, 1940. The dates for band contests are not settled until after the opening of the fall term. The directors assured the chairman that they will try to avoid the Tournament date.

#### GENERAL DIRECTIONS FOR TEACHERS

1. In 1940 there will be contests in six divisions: First year (September Beginners); January Beginners; Third Term (open to pupils who at the time of the contest are taking their third term of Latin, that is, those who are doing the first half of the second year work); Second Year; Third Year; Fourth Year.
2. Each school is allowed two representatives for each Division. These shall be the two who make the highest grades in a Preliminary Contest to be held not more than two weeks before the date of the District Contest.
3. Third-term pupils may not contest with first-term pupils.
4. No senior shall take part in a first-year contest.
5. No pupil taking third-year Latin in the latter half of his fourth year of Latin study shall take part in a third-year contest.
6. No pupil who is not registered in any Latin class at the time of the Tournament may compete at all.
7. No examination shall extend beyond three and one-half hours.
8. Every possible effort shall be made to have grading done fairly. No change in grades may be made after results are announced.
9. Graders may be had from The University of Texas for their expenses.
10. Except those in charge, nobody, not even visiting teachers, shall be admitted to the room where graders are at work.
11. After the contest is over, papers shall not be turned over to contestants or anybody else, but all except the winning papers shall be destroyed.
12. All parts of winning papers shall be fastened together so that nothing be lost.
13. As soon as possible after the District Contest the winning papers shall be sent to Miss Dora Flack, Technical High School, or 4022 McKinney, Apt. 6, Dallas, in order to determine the State winners.
14. To defray the general expenses of the Tournament each contestant's school shall pay a Registration Fee of three dollars. This Registration Fee and requests for information on any Tournament question should be sent to Miss Dora Flack, Technical High School, Dallas. It will greatly aid the Tournament management if schools will register early. The form given below should be copied.

15. On the day of the District Contest each pupil registering must pay an individual fee of one dollar to help meet the expenses of the District Contest.

16. To lighten the expenses of the entertaining center each contestant will pay for his own lunch. In most cases lunch may be had at a low cost from the school cafeteria of the center.

17. If reservations for the banquet are made, they must be paid for, unless canceled by noon of the Friday preceding the Tournament. Some centers suffered a considerable loss when students who had made reservations did not attend and the host school had to pay for the entire number of places reserved at the hotels and cafeterias.

18. Each school must send its representative to the nearest center unless special permission is granted for a change. This rule is intended to protect the entertaining center from being asked to house contestants for more than one night.

19. For the essay prizes one essay may be submitted by each contesting school for first, second, third, and fourth year under the following conditions:

a. Contestants may do as much reading and study as desired previous to the day of the Local Essay Contest, but the essay must be written in the pupil's own hand in the presence of the teacher without help from anybody, although an outline may be brought into the room by the contestant. This original manuscript is to be submitted without correction or revision. A copy of the outline and a prepared bibliography including pages and chapters read of books consulted should be submitted with each essay.

b. Before the time of the Local Essay Contest the pupil should prepare his bibliography and a brief outline (without subdivisions, that is, main topics, not complete sentences).

c. No essay may be less than five hundred or more than one thousand words in length.

d. Essays must be written on one side of the paper only.

e. An assumed name is to be written at the top of each page. Neither the name of the pupil nor the name of the school is to appear on the paper.

f. Essays are to be sent to Miss Dora Flack, Technical High School, Dallas, with keys to assumed names and must be in her hands not later than March 1, 1940.

20. Uniform prizes will be given throughout the State: to Latin Contest winners and Essay Contest winners, pins; to winning schools, loving cups. The prizes will be furnished by the State Committee but paid for by the entertaining Center. Silver or bronze medals will be given to first-place State winners.

21. Each individual contestant making a grade of 90 or over will be notified by the chairman of the Tournament Committee that his paper has been rated *cum laude*.

Each team of January beginners and first year which rates 95 or over and each team of the higher years that ranks 90 or over will be designated as having made a rating of *magna cum laude*. Teams of January beginners and of first year making 90 or over and those of subsequent years making 85 or over will be ranked as *cum laude*. A certificate with this information will be sent to the school and a letter of congratulation will be addressed to the principal or superintendent, according to the size of the school system.

#### INSTRUCTIONS TO DISTRICT CHAIRMEN RULES GOVERNING CONTEST

##### PRELIMINARY

I. Prepare cards and envelopes. On card give number, name, school, year.

Number as follows:

First Year: 101, 102, 103, etc.

Second Year: 201, 202, 203, etc.

Third Year: 301, 302, 303, etc.

Fourth Year: 401, 402, 403, etc.

January Beginners: 501, 502, 503, etc.

Third Term: 601, 602, 603, etc.

## II. Graders.

1. Have a competent, impartial person to decide all disputed questions which may arise during the grading. This is required.

2. Select one reliable person to be held responsible for accurate grading in each group.

3. Select graders in advance and notify them. Do not allow any teacher to grade the paper of her own pupil.

4. Have the same person grade the same question straight through.

5. Provide red pencils for use of graders.

III. Appoint one teacher to take charge in each room, preferably a person not interested in the pupils or results of the contest.

IV. Select a person who is accurate and faithful to record grades. This need not be a Latin teacher. His work is to record number, name, and school on the record sheet while the test is in progress and be ready to add grades as they come in. For large tournaments several assistants may be used here.

V. No one, not even visiting teachers, shall be admitted to the room where grades are assembled, except those in charge.

VI. All school averages must be made before winning schools are announced. Have this *checked* and *rechecked*. Do all that is humanly possible to avoid inaccuracy here.

VII. Arrange a registration desk and as contestants arrive, have them or the teacher for them, sign the registration blank and pay the individual fee. Pin the badge on them at this time. This admits the contestant to the test and banquet.

VIII. Have your banquet by 6:30 if possible to prevent visitors from being too late driving home.

## CONTEST

(To begin not later than 12:30)

I. Seat contestants according to years in separate rooms, where possible. Two small sections may use the same room: as January Beginners and Fourth Year.

II. Have the identification cards filled out, sealed, returned and sent to the official recorder.

III. No individual or school name is to appear on a contestant's paper; only his identification number on each sheet.

IV. No contestant should leave the room during examination.

V. *Time Limit.* Three and one-half hours has been fixed as the maximum time which may be spent on the examination, time to be counted from the actual beginning of the test.

VI. Absolute quiet on the part of both teachers and pupils must be demanded by the person in charge.

VII. As each question is answered, it should be handed in to the person in charge, who is to send it to the grading room.

VIII. No papers are to be given back to contestants or teachers. All papers except winning papers are to be destroyed as soon as possible after the contest.

IX. It is understood that all teachers entering pupils in the contest are willing to abide by the decision of the graders. Every possible precaution must be taken to prevent error. After the grades are handed to the official recorder, there must be no changes. The report is final.

## REPORT

I. Not later than Monday send to Miss Dora Flack, 4022 McKinney Ave., Apt. 6, Dallas, Texas:

1. The report, using the blank form provided.

2. The winning paper for each year. These will be regraded to determine State winners. On a separate sheet, but with each paper, give name, year, and school of winner.

3. A copy of your menu, program, favor, anything which may prove helpful or suggestive for another year.

II. Fill out the Tournament report blank in duplicate, one copy to be kept on file, one to be mailed on Monday to each school participating. Much of this blank can be filled out by the official recorders while the test is in progress.

III. Have all grades made in your Tournament mimeographed, grades for each year in a separate column and send a copy to each school participating. It is helpful and interesting to know how the schools compare.

IV. Send a list of all students making 90 or above on the examinations. Be sure to give the school and town of each one.

V. Send the list of all teams of January Beginners and of First-Year students making an average of over 90, and of all teams in the Third Term and higher contests making an average of over 85.

#### PRELIMINARY REGISTRATION FORM TO BE SUBMITTED BY MARCH 15, 1940

Miss Dora Flack, State Chairman for Latin Tournament,  
Technical High School, or 4022 McKinney, Apt. 6, Dallas, Texas.

Enclosed find \$3 to enroll \_\_\_\_\_ School  
in the Latin Tournament of April, 1940.

The most convenient center for us is \_\_\_\_\_

We expect representation as follows:

1. January Beginners \_\_\_\_\_
2. First-Year \_\_\_\_\_
3. Third-Term \_\_\_\_\_
4. Second-Year \_\_\_\_\_
5. Third-Year \_\_\_\_\_
6. Fourth-Year \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

#### ESSAY SUBJECTS FOR 1940

##### *First Year*

1. Ancient Inventions (prove that inventions of today are modernizations of ancient ones).
2. Famous Dogs of Fact and Fiction (Mythology).
3. A Comparison of Roman and Modern Houses—with illustrations.
4. The Disadvantages of Being a Roman Girl.

##### *Second Year*

1. The Story of the Alphabet.
2. Ship Building among the Greeks and the Romans.
3. The Balearic Islands—Today and Yesterday.
4. A Comparison of Celtic Mythology and Roman Mythology.

##### *Third Year*

1. Olympic Games—Ancient and Modern.
2. A Comparison of Roman Democracy in Cicero's Day and That of Today in the United States.
3. The Trials and Punishments of Criminals of Cicero's Day as Compared with Those of Today.
4. Social Problems in Cicero's Time (compare with those of today).

##### *Fourth Year*

1. Comparison of the Pyramus and Thisbe Story with That of Romeo and Juliet.
2. Mythology in Music.

3. Baucis and Philemon—A Dramatization (write this in two parts):
  1. At home.
  2. On the hilltop.
4. The Women of the Aeneid.

## CONTENT REPORT

Myrtille Bradfield, Lavinia Rawlins, Lourania Miller

The content varies little from that for the Tournament of 1939; prepared passages on the third-year paper will be taken from the first Catilinarian oration, and for the fourth year from Book One of the Aeneid.

Words for the second-year paper will not be chosen from beyond Book One, chapter 13 of the Caesar list, nor those of the third year beyond the words listed for the first Catilinarian oration, but contestants in any examination are responsible for all the words listed for the years preceding that in which they compete. The primary object of the Tournament is to bring about better classroom teaching—not to win cups and other honors. This primary purpose is defeated when it is found necessary to coach individual pupils either before or after the school contestants have been chosen. The committee believes the rearrangement of material ought to remove altogether tension and the temptation to spend much time in coaching.

In all divisions derivation work should be stressed. Diagramming will be omitted from all Tournament tests. In no division will pupils be asked to divide words into syllables and accent them. But they may be asked to mark long vowels of stem and inflectional endings (e.g., *ponēbās*). In all tests there will be some translation of English into Latin.

Tests for mid-term beginners, for first-year students, and for third-term pupils will be based on word lists and complete list of forms and constructions published in this *Leaflet* for each division. The tests will include word-analysis, word-building, derivation, forms, sentences, and explanation of case constructions. Derivatives must be used in sentences.

In classroom work Roman life and customs and classical mythology ought to find as great a place as possible. No richer source material can be found to help the pupil appreciate the world in which we live today. But the lack of common subject matter in the textbooks and the lack of library books for collateral reading make it impractical to include such subjects in Tournament tests. If teachers are interested, perhaps some help may be secured from the University Package Loan Library—at least for subjects assigned for essays.

Teachers are asked to note especially the content for Third Term and Second Year. At first glance it seems heavy. But if the First Year book has been thoroughly covered, nearly all that is new is the subjunctive and its uses. All the Second Year books begin with a review of forms and cases supposed to have been mastered in the first year. The number of subjunctives allowed on the test has been cut in half. By the end of the second year the pupil should have had enough real foundation in fundamental Latin principles to enable him to look forward to other years of Latin without fear. Therefore, the committee thinks it best not to change materially the syntax for the second year because it constitutes a minimum of what the pupil should know at the beginning of the third year.

## January Beginners:

Penick-Procter, First Book	pages 1- 72
Gray-Jenkins, First Book	pages 15 and 17 in App.—pages 1-128
Ullman-Henry, First Book	pages 1- 79
Magoffin-Henry, First Book	pages 1-106
Pearson-Lawrence-Raynor, First Book	pages 1-129

Pupils will be held responsible for:

I. The January Beginners vocabulary.

II. Forms:

1. Nouns of the first and second declensions. (The vocative need not be given unless it differs from the nominative.)
2. Adjectives of the first and second declensions.
3. Present infinitive active of the first conjugation.



4. Present infinitive active of the second conjugation.
5. Present indicative active of the first conjugation.
6. Present indicative active of five second conjugation verbs.
7. Present infinitive active of *do*.  
Present indicative active of *do*.
8. Present tense of *sum*.
9. Pupils will *not* be expected to inflect *unus, duo, tres*, but they will be expected to know the numerals *unus—decem* and to use them for derivatives.

## III. Cases:

1. Nominative: subject and predicate noun and adjective.
  2. Genitive: possession.
  3. Dative: indirect object.
  4. Accusative: direct object and object of certain prepositions.
  5. Ablative: object of certain prepositions.
- IV. Derivations, word-analysis, word-building, sentences. See introductory paragraph.
- V. Agreement of verb with subject and adjectives with nouns.
- VI. Complete identification of forms. For a noun or adjective: case and number; for a verb: tense, mood, voice, person, number.
- VII. Translation of English into Latin and Latin into English.
- VIII. Simple syntax questions (nouns and adjectives).
- IX. Present active infinitive to complete verb (complementary infinitive).

*Caution:*

1. To explain the syntax of a noun or adjective simply means to tell the case and number and to tell why the case is used. For example: in *scholā*—ablative singular; object of preposition *in*, denoting place where.
2. Because of great diversity of reading matter found in the five texts, no prepared passage can be offered for translation.

**First Year:**

Penick-Procter, First Book—sections 483 and 505.....	pages 1-210
Gray-Jenkins, First Book .....	pages 1-310
Ullman-Henry, First Book .....	pages 1-256
Magoffin-Henry, First Book—Lessons 67 and 75 .....	pages 1-250
Pearson-Lawrence-Raynor, First Book .....	pages 1-286

Pupils will be held responsible for:

- I. Forms, syntax, and vocabulary for January Beginners.
- II. The First Year vocabulary.
- III. Forms:
  1. Principal parts of the verbs in the lists.
  2. Six tenses of the indicative, both active and passive.
  3. Six tenses of the indicative: *do, sum, adsum*.
  4. Present infinitive, both active and passive.
  5. Third declension nouns. (Note: For the genitive plural of *mare* accept *marium* though the form is very rare.)
  6. Personal pronouns: *ego, tu*.
  7. Possessive adjectives: *meus, tuus, noster, vester, suus*.
- IV. New cases:
  1. Accusative: Place to which with *ad, in*.
  2. Ablative: Means, Personal Agent, Accompaniment, Place from with *ab, de, ex*, Place where with *in*.
- V. Apposition.
- VI. Derivation, word-analysis, word-building, sentences.
- VII. Questions introduced by *ne, nonne, ubi, cur*.
- VIII. Identification of forms, translation, syntax.  
N.B. read carefully the cautions for January Beginners.

**Third Term:**

Penick-Procter, Second Book—App., section 67.....	pages 1- 56
Gray-Jenkins, Second Book .....	pages 1-188
Ullman-Henry, Second Book.....	pages 1-106

Berry-Lee, Second Book—sections 517 and 524.....	pages 1- 54
Pearson-Lawrence, Second Book—pages 114 and 115—	
App. 44, 1 and 45.....	pages 1- 90

N.B. In order to make it easier for teachers to get work done thoroughly, questions involving deponent verbs and subjunctives will NOT be used for the third-term test. Page limits have not been changed. However, teachers should think of them as the ideal goals to be reached if possible. There should be absolute mastery of vocabulary as printed in this *Leaflet*. Note omission of deponents and conjunctions (*ut, ne, cum*) and the inclusion of the irregular verb *fio*.

Pupils will be held responsible for:

- I. Syntax, forms, vocabularies for both January Beginners and First Year.
  - II. Vocabulary for Third Term.
  - III. Forms:
    1. Third declension adjectives.
    2. Formation of adverbs.
    3. Comparison of both adjectives and adverbs.
    4. Fourth and fifth declensions.
    5. Infinitives and participles, all tenses, both active and passive.
    6. Indicative, all tenses, both active and passive.
    7. *Possum, eo, fero, fio*.
    8. *Hic, ille, is, idem, ipse, qui, quis*, interrogative adjective.
  - IV. Cases:
    1. Genitive: Description.
    2. Dative: with adjectives and special intransitive verbs.
    3. Accusative: subject of infinitive, Extent.
    4. Ablative: Time, Description, Specification, Ablative Absolute.
  - V. Indirect statement without dependent clause.
  - VI. Derivations, word-analysis, word-building, sentences.
  - VII. Identification of forms, translation, syntax.
- N.B. 1. The translation set for the test will consist of separate sentences.  
 2. Read carefully the cautions for January Beginners.

### Second Year:

1. An outline for this division is hardest of all to make. Yet, except for uses of the subjunctive, there is little that has not been studied already in the other divisions.
2. No page limits can even be approximated. All the texts have some Caesar. But the chapters chosen vary and the manner in which the original has been simplified varies.
3. The usual word list based on Caesar is given in this *Leaflet*. For the test pupils will be expected to know the words already listed for January Beginners, First Year, and Third Term plus the words listed for Caesar for chapter one through chapter thirteen. (*Before the second year is completed they should learn the entire Caesar word list as all previous lists will be needed for the third year and the fourth year.*)
4. Only sight passages can be offered on the test, and teachers are urged to read as much as possible from the material in their respective texts. The ability to read with ease can come only with abundant practice. Comprehension questions may be asked on a sight passage.
5. The translation passage will be a simple short story written in Caesar's style. Caesar vocabulary through chapter 13 of Book One will be used plus vocabularies listed for the previous divisions. The question-maker will bear in mind that the school term will not have been finished and will try to keep the passage within the range of the pupil's ability.
6. Forms:
  - a. Forms already listed should not be neglected.
  - b. The nine irregular adjectives with genitive in *iūs*.
  - c. Deponent verbs.
  - d. Gerund, gerundive.
  - e. Subjunctive, all tenses, both active and passive.

**7. Important syntax:**

- a. Genitive of the Whole, or Partitive.
- b. Dative: Purpose, Reference, Possession, with compound verbs.
- c. *Licet, oportet*.
- d. Gerund and gerundive with *ad* and *causā* to express purpose.
- e. Subjunctive:
  - (1) Purpose: *ut, ne*.
  - (2) Result: *ut, ut non*.
  - (3) Independent Volitive (hortatory, jussive, or "Let" subjunctive).
  - (4) In a subordinate clause in indirect discourse.
  - (5) Indirect question.
  - (6) *Cum* clauses (circumstantial, causal, adversative).

**8. Law of Sequence.**

N.B. I. The following principles of syntax will NOT be used on the test but they should be carefully studied before the end of the second year:

- 1. Use of future passive participle with *sum* (second periphrastic).
- 2. Dative of Agent.
- 3. Relative clause of purpose.
- 4. Subjunctive depending on a verb of fearing.

N.B. II. When explaining the syntax of a verb form, tell tense, mood, and reason for mood. For example: *ut*—veniret. Veniret—imperfect subjunctive: purpose.

**Third Year:**

- 1. The First Catilinarian Oration.
- 2. A sight passage will be required.
- 3. A comprehension question may be asked on another sight passage.
- 4. Background.
- 5. Prose: Based on principles listed below. The vocabulary for prose sentences will be taken from lists for previous years and from the list for Catilinarian Oration I.
- 6. Vocabulary: Selected from Catilinarian I as given in this *Leaflet*.

To help eliminate the "coaching evil" and to put a premium on ability to read and understand new Latin, in both the third year and the fourth year, only one passage will be taken from Latin already studied in class. Hence, much attention throughout the year should be given to sight translation.

To assist in sight work pupils should master the Latin Word List published by the College Entrance Board, 431 West 117th Street, New York City. Most of this list is published in this *Leaflet*.

In syntax, if not already mastered, the following topics should be emphasized:

- 1. Conditional sentences, except for indirect discourse.
- 2. Subjunctive in independent clauses: Volitive (Hortatory), Deliberative, Optative.
- 3. Purpose clauses and all purpose constructions, including supine in *um* and the dative of purpose.
- 4. Result clauses (except substantive).
- 5. Relative clauses of characteristic, including cause and concession.
- 6. Temporal clauses: *postquam, ut, ubi, simul atque, cum primum*, and *cum*.
- 7. Causal clauses.
- 8. Genitive: Objective, Subjective, Measure, Description.
- 9. Dative: Passive construction of intransitive verbs that govern the dative.
- 10. Accusative: Place to which without a preposition, two accusatives with verbs of making, naming, etc., including passive construction.
- 11. Ablative: Manner, Separation, Cause, Comparison, Degree of Difference, with deponents, Place where and whence without a preposition.
- 12. Mastery of all grammatical principles listed for previous years.

**Fourth Year:**

1. Aeneid, Book I.
2. A sight passage will be required.
3. Translation, significance, and setting of famous lines in Book I.
4. Background.
5. Memory passages from Book I; Tennyson's "To Virgil."

Aeneid, Book I, 1-7

33  
198-207  
437  
461-462  
607-610  
630

6. Scansion.
7. Mythological references in Book I.
8. Most common figures:

Alliteration  
Metonymy  
Simile  
Hendiadys  
Hysteron proteron  
Prolepsis  
Zeugma

9. Vocabulary: Aeneid, Book I, as given in this *Leaflet*. Absolute mastery of this vocabulary as quickly as possible will marvelously facilitate sight translation in Virgil.

10. Prose: Based on principles listed below. Vocabulary for prose sentences will be taken from the Aeneid, Book I and from lists for previous years.

For the prose for the fourth year the following topics should be stressed:

1. *Dum* temporal and proviso clauses.
2. Substantive clauses.
3. Adversative clauses.
4. Clauses introduced by *priusquam* and *antequam*.
5. Temporal clauses: *dum*, *donec*, and *quoad*.
6. Active and passive periphrastic conjugations.
7. Gerund and gerundive constructions.
8. Supine in *u*.
9. Genitive: with adjectives, with verbs of remembering and forgetting, with *miseret*, *paenitet*, *pudet*, etc., with verbs of judicial action.
10. Accusative: Exclamation.
11. Ablative: Price, Attendant Circumstance, with adjectives *dignus* and *indignus*, substitute for genitive of whole.
12. Locative.
13. Methods of expressing dates.
14. Review of grammatical principles for previous years.

NOTE 1. In all years where composition is required excellent drill material can be found in Bennett's *Composition*, Parts I and II, and in the *Companions* to Caesar, Cicero, and Virgil published by the College Entrance Book Company, 104 Fifth Avenue, New York City. These *Companions* provide material for background work, word-building, word-analysis, derivation, and sight reading.

NOTE 2. Each year is also responsible for all the vocabulary and grammatical work of the preceding years. Drill on review work is recommended.

**WORD LISTS**

Lists for January Beginners, First Year, and Third Term were compiled by the committee on content. Lists for Second, Third, and Fourth Year are those furnished by the College Entrance Examination Board, with the words rearranged according to their occurrence in Caesar, Cicero, and Virgil. Because of different texts used in the State, it is essential that pupils master these specified words. Choose the list which fits your classification. With these lists as bases, give particular study to word-building, word-analysis,

and derivatives. For verbs, learn principal parts and meanings; for nouns, nominative and genitive cases, gender, and meaning; for adjectives and adverbs, meaning and comparison; for prepositions, case required. Derivatives must be used in sentences. Obsolete words will not be accepted as derivatives. Give special attention to word-building, word-analysis, derivatives, pronunciation, and vowel markings.

## JANUARY BEGINNERS

## NOUNS

*First Declension*

1. agricola	farmer	20. insula	island
2. aqua	water	21. italia	Italy
3. Britannia	Britain	22. lingua	tongue, language
4. casa	cottage	23. luna	moon
5. cōpia	supply, abundance	24. memoria	memory
6. cōpiae	forces, troops	25. nauta	sailor
7. Cornēlia	Cornelia	26. patria	fatherland, country
8. dea	goddess	27. pecūnia	money
(deābus in Dative and Ablative plural)			
9. epistula	letter	28. poēta	poet
10. Eurōpa	Europe	29. porta	gate
11. fābula	story	30. prōvincia	province
12. fēmina	woman	31. puella	girl
13. fenestra	window	32. rēgina	queen
14. filia	daughter	33. rosa	rose
(filiābus in Dative and Ablative plural)			
15. fortūna	fortune	34. sagitta	arrow
16. Gallia	Gaul	35. silva	forest
17. Hispānia	Spain	36. terra	earth, land
18. incola	inhabitant	37. toga	toga
19. iniūria	wrong	38. tuba	trumpet
		39. via	way, road
		40. victōria	victory
		41. villa	farmhouse
		42. vita	life

*Second Declension*

1. ager	field	17. mūrus	wall
2. amicus	friend	18. numerus	number
3. annus	year	19. nūntius	messenger
4. arma	arms	20. oculus	eye
5. auxilium	help, assistance	21. oppidum	town
6. bellum	war	22. periculum	danger
7. captīvus	captive	23. populus	people
8. castra	camp	24. praemium	reward
9. dominus	master, lord	25. proelium	battle
10. dōnum	gift	26. puer	boy
11. equus	horse	27. servus	slave
12. filius	son	28. signum	sign, signal, standard
13. frūmentum	grain	29. tēlum	weapon
14. gladius	sword	30. verbum	word
15. liber	book	31. vir	man
16. magister	teacher		

## ADJECTIVES

1. altus	high, deep, tall	11. multus	} 1 } 2	much in singular
2. bonus	good			many in plural
3. clārus	bright, clear, famous	12. noster		our
4. dēfessus	tired, weary	13. novus		new
5. lātus	wide	14. parvus		small
6. longus	long	15. primus		first
7. magnus	great	16. pulcher		beautiful
8. malus	bad	17. quartus		fourth
9. meus	my, mine	18. quintus		fifth
10. miser	unhappy, wretched	19. tuus		your, yours
		20. validus		strong

## NUMERALS

1. ūnus	one	6. sex	six
2. duo	two	7. septem	seven
3. trēs	three	8. octō	eight
4. quattuor	four	9. novem	nine
5. quīnque	five	10. decem	ten

## VERBS

*First Conjugation*

1. amō	love	8. occupō	seize
2. habitō	live	9. portō	carry
3. labōrō	work	10. properō	hasten
4. laudō	praise	11. pugnō	fight
5. mōnstrō	show, point out	12. servō	save
6. nārrō	tell	13. spectō	look at
7. nāvīgō	sail	14. vocō	call

*Second Conjugation*

1. habēō	have	4. timeō	fear
2. manēō	remain	5. videō	see
3. moveō	move		

*Irregular*

1. dō	give	2. sum	be, am
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## PREPOSITIONS

*With Ablative*

1. ab, ā	from (away from), by	3. ex, ē	out of
2. dē	from (down from), about, concerning	4. in	in, on
		5. sine	without

*With Accusative*

1. ad	to, toward	5. per	through
2. ante	before	6. propter	on account of
3. circum	around	7. trāns	across
4. in	into		

## CONJUNCTIONS

1. et	and	3. sed	but
2. quod	because	4. ubi	where, when

## ADVERBS

1. bene	well	5. nōn	not
2. cūr	why	6. nunc	now
3. fortiter	bravely	7. saepe	often
4. hodiē	today	8. semper	always

## FIRST YEAR

## NOUNS

*First Declension*

1. amicitia	friendship	7. mora	delay
2. diligentia	diligence	8. poena	punishment,
3. fāma	reputation, fame		penalty
4. fuga	flight	9. pugna	fight
5. glōria	glory, reputation	10. rīpa	river-bank
6. hōra	hour		

*Second Declension*

1. animus	mind, spirit, courage	6. inimicus	personal enemy
2. beneficium	kind deed, kindness	7. praesidium	garrison, protection
3. Britannī	Britons	8. Rhēnus	Rhine river
4. Gallī	Gauls	9. Rōmānī	Romans
5. Germānī	Germans	10. socius	ally
		11. vesper	evening

*Third Declension*

1. caput	head	18. miles	soldier
2. celeritas	swiftness, speed	19. mons	mountain
3. civitas	state, citizenship	20. mors	death
4. consul	consul	21. multitudo	large number, crowd
5. corpus	body	22. navis	ship
6. dux	leader	23. nomen	name
7. eques	horseman pl., cavalry	24. orator	speaker, orator
8. finis	end, boundary pl., territory	25. pars	part
9. flumen	river	26. pater	father
10. frater	brother	27. pax	peace
11. gens	nation, tribe	28.pons	bridge
12. homo	man, human being	29. princeps	leading man, chief
13. hostis	enemy	30. rex	king
14. iter	road, journey, march	31. salus	safety
15. libertas	liberty	32. soror	sister
16. mare	sea	33. timor	fear
17. mater	mother	34. urbs	city
		35. vulnus	wound

## ADJECTIVES

1. aeger	sick	14. pauci	few, a few
2. beatus	happy	15. propinquus	near
3. carus	dear	16. quantus	how great
4. ceteri	the other, the rest	17. reliquus	remaining
5. creber	frequent	18. summus	greatest, highest, top of
6. durus	hard, harsh, cruel	19. superbus	proud, haughty
7. egregius	distinguished	20. suus	his, her, its, their (own)
8. finitimus	neighboring	21. ultimus	last, farthest
9. gratus	pleasing	22. vester	your, yours (plural)
10. inimicus	unfriendly		
11. laetus	glad, happy		
12. liber	free		
13. medius	middle, middle of		

## PRONOUNS

1. ego	I	}	in
2. tu	you		singular and plural

## VERBS

*First Conjugation*

1. appellō	name, call	9. parō	prepare
2. errō	wander	10. postulō	demand
3. existimō	think	11. rogō	ask
4. expectō	wait for	12. stō	stand
5. iuvō	help, assist	13. superō	overcome, defeat
6. liberō	set free	14. temptō	try
7. nuntiō	announce	15. vastō	lay waste
8. oppugnō	attack, besiege	16. vulnerō	wound

*Second Conjugation*

1. commoveō	move thoroughly, alarm	6. teneō	hold
2. dēbeō	owe, ought	7. contineō	hold together, bound
3. iubeō	order	8. pertineō	extend
4. moneō	warn, advise	9. terreō	frighten
5. rēpondeō	answer		

*Third Conjugation*

1. agō	do, drive, act	14. mittō	send
2. cēdō	go away, yield	15. amittō	lose
3. discēdō	go apart, go away	16. committō	(proelium) join
4. excēdō	go out, withdraw	17. petō	seek, ask
5. cōgō	collect, compel	18. pōnō	put, place, pitch (camp)
6. dēfendō	defend	19. regō	rule
7. dīcō	say, speak	20. relinquō	leave (behind)
8. dūcō	lead	21. scribo	write
9. ēdūcō	lead out	22. trādō	surrender
10. redūcō	lead back	23. trahō	draw, drag, pull
11. gerō	carry on, wage	24. vincō	conquer
12. legō	read		
13. intellegō	understand		

*Irregular Verbs*

1. absum	be absent, be distant	2. adsum	be present
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## PREPOSITIONS

*With Ablative*

1. cum	with	3. sub	under
2. prō	in front of, in behalf of, for		

*With Accusative*

1. apud	in presence of, among	4. ob	on account of
2. contrā	against	5. post	after, behind
3. inter	between, among	6. sub	under

## CONJUNCTIONS

1. aut	either	6. neque ... neque	neither ... nor
2. aut ... aut	either ... or	7. nōn solum	not only
3. et ... et	both ... and	11. ... sed etiam	... but also
4. itaque	and so, therefore	8. -que	and
5. nam	for	9. sī	if

## ADVERBS

1. diū	a long time	9. nunquam	never
2. etiam	even, also	10. paene	almost
3. hīc	here	11. postea	afterwards
4. ibi	there	12. statim	at once
5. ita	thus, so	13. subito	suddenly
6. iam	now, already	14. tum	then
7. magnopere	greatly	15. ubi	where, when
8. mox	soon		

## THIRD TERM

## NOUNS

*First Declension*

1. cūra	care	3. perfidia	treachery
2. inopia	lack	4. sententia	opinion



*Second Declension*

1. bīduum	two days	9. liberī	children
2. cibus	food	10. negōtium	business, task
3. cōsiliū	plan	11. officiū	duty
4. deus	god	12. saxum	rock
5. imperātum	command, order	13. supplicium	punishment
6. imperium	power	14. trīduum	three days
7. initium	beginning	15. ventus	wind
8. lēgātus	lieutenant, envoy		

*Third Declension*

1. arbor	tree	15. obses	hostage
2. auctōritās	authority, influence	16. opus	work
3. caedēs	slaughter	17. orātiō	speech
4. cīvis	citizen	18. ōrdō	rank, class, order
5. clāmor	shout	19. pēs	foot
6. custōs	guard	20. potestās	power
7. labor	work	21. sōl	sun
8. litus	shore	22. tempestās	storm
9. lūx	light	23. uxor	wife
10. mēns	mind	24. virtūs	courage
11. mōs	custom; pl., character	25. vīs	violence, force; pl., muscular strength
12. mulier	woman	26. vōx	voice, word
13. nēmō	no one		
14. nox	night		

*Fourth Declension*

1. cōspectus	sight	4. impetus	attack
2. domus	house, home	5. manus	hand, band (of soldiers)
3. exercitus	army		

*Fifth Declension*

1. aciēs	line of battle	3. rēs	thing
2. diēs	day	4. spēs	hope

## PRONOUNS

1. quī	who, which, that	5. hic	this
2. idem	the same	6. ille	that
3. ipse	self, the very	7. is	this, that, he, she, it
4. quis	who, (interrogative)		

## ADJECTIVES

1. ācer	sharp, keen, eager	12. humilis	low
2. alacer	eager	13. levis	light
3. audāx	bold	14. omnis	all
4. brevis	short	15. pār	equal
5. celer	swift	16. potēns	powerful
6. difficilis	difficult	17. prūdēns	wise
7. diligēns	careful	18. similis	like
8. facilis	easy	19. tālis	such
9. fidēlis	faithful, loyal	20. ūterior	farther
10. fortis	brave	21. ūtilis	useful
11. gravis	heavy		

## VERBS

*First Conjugation*

1. putō	think	2. spērō	hope
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*Second Conjugation*

1. noceō	harm	3. placeō	please
2. pāreō	obey		

*Third Conjugation*

1. claudō	close	8. pellō	drive
2. crēdō	believe	9. repello	drive back, rout
3. currō	run	10. praemittō	send ahead
4. dīvidō	divide	11. prōcēdō	go forward, advance
5. incendō	set on fire		
6. incolō	inhabit, live	12. vīvō	live
7. occidō	kill		

*Third Conjugation*verbs in *io*

1. accipiō	receive	5. fugiō	flee
2. capiō	take, seize, capture	6. iaciō	throw
3. cupiō	wish	7. interficiō	kill
4. faciō	make, do		
	pass., <i>fiō</i>		

*Fourth Conjugation*

1. audiō	hear	4. sciō	know
2. inveniō	find, come upon	5. veniō	come
3. mūniō	fortify		

*Irregular*

1. possum	be able, can	3. ferō	bear, carry, bring
2. eō	go	4. fio	be made, be done, become

## PREPOSITIONS

1. intrā	within	3. ūltrā	beyond
2. praeter	except		

## ADVERBS

1. facile	easily	5. paulātim	little by little, gradually
2. intereā	meanwhile	6. tam	so
3. noctū	by night	7. undique	on all sides, from all sides
4. nōndum	not yet		

## ADDENDA

The three conjunctions and thirteen verbs listed below are common vocabulary words within the page limits for the third term and should be learned when first met in the respective texts. However, these words will NOT be used on the tournament test for this division.

1. cum	when, since, although	9. ōrō	beg, ask
2. nē	that not, lest	10. praestō	excel, surpass
3. ut	so that, in order that	11. vagor	wander
4. arbitror	think	12. persuādeō	persuade
5. cōnor	try	13. polliceor	promise
6. hortor	urge	14. profiscor	set out
7. imperō	command, order	15. quaerō	ask
8. moror	delay	16. prōgredior	step forward, advance

## COLLEGE ENTRANCE WORD LIST—SECOND YEAR

(Rearranged according to first appearance: Lodge and Hurlbut lists used as guides)

CAESAR, *Gallic War*—BOOK I: 1-29 and BOOK II: 1-15

Words given in previous lists are omitted.

The words for Book II include forty-two words repeated from chapters 30-54 of Book I.

CAESAR, *GALLIC WAR*, BOOK I

- |                    |                      |                     |
|--------------------|----------------------|---------------------|
| 1. alius           | prīncipātus          | spatium             |
| tertius            | plēbs                | dum                 |
| instituō           | probō                | sūmō                |
| lēx                | perficiō             | sī                  |
| suī                | quīn                 | quis (indef. pron.) |
| differō            | fidēs                | volō, velle         |
| propterea          | iūs                  | revertor            |
| quod               | iūsiurandum          | 8. intereā          |
| atque, ac          | firmus               | fossa               |
| mercātor           | 4. sequor            | castellum           |
| prope              | oportet              | invitus             |
| causā              | ignis                | negō                |
| quoque             | familia              | ostendō             |
| reliquus           | eōdem                | iungō               |
| ferē               | cliēs                | complūrēs           |
| contendō           | nē (conj.)           | noctū               |
| prohibeō           | cf. nēve, neu        | dēsistō             |
| obtimeō            | incitō               | 9. angustiae        |
| attingō            | magistrātus          | sponte              |
| extrēmus           | 5. nihil             | impetrō             |
| orior              | vīcus                | grātia              |
| inferior, infimus, | prīvātus             | novus               |
| imus               | aedificiūm           | studeō              |
| occāsus            | tollō                | 10. praeficiō       |
| 2. nōbilis         | mēnsis               | cōnscrībō           |
| rēgnum             | quisque              | hiemō               |
| ut, utī            | efferrō              | hiberna             |
| tōtus              | ūtōr                 | superior, summus    |
| potior             | ūnā                  | citerior            |
| locus              | 6. omnīnō            | septimus            |
| nātūra             | vix                  | inde                |
| alter              | quā                  | extrā               |
| fīō                | singulī              | prīmus              |
| cupidus            | expediō              | 11. populor         |
| adficiō            | pācō                 | mereō               |
| autem              | fluō                 | mereor              |
| angustus           | vadium               | servitūs            |
| mīlle              | vel                  | expugnō             |
| passus             | vis                  | dēmōnstrō           |
| pateō              | patior               | statuō              |
| 3. cōstituō        | 7. ulterior, ultimus | cōnsūmō             |
| quam               | legiō                | 12. uter            |
| cōfirmō            | certus               | iūdico              |
| cōnficiō           | ūllus                | explōrātor          |
| satis              | nūllus               | vigilia             |
| profectiō          | voluntās             | impediō             |
| dēligō             | licet                | adgredior           |
| lēgatiō            | sub                  | mandō               |
| suscipiō           | iugum                | abdō                |
| senātus            | concedō              | nam                 |
| item               | facultās             | cāsus               |
| tempus             | tamen                | sīve, seu           |

- |     |  |  |  |
|-----|--|--|--|
|     | calamitās<br>solum (adv.)<br>pūblicus  | mētiōr<br>praesum<br>emō   | 22. comperiō<br>admittō<br>collis  |
| 13. | cōnsequor<br>cūrō<br>repentīnus<br>vigintī<br>aegrē<br>vetus<br>pristinus<br>adorior<br>tribuō<br>dēspiciō<br>magis<br>insidiae<br>cōnsistō<br>prōdō | 17. antea<br>valeō<br>dubitō<br>18. sentiō<br>celer<br>concilium<br>sōlus<br>reperiō<br>vērus<br>audeō<br>familiāris<br>augeō<br>alō<br>conlocō<br>antiquus<br>honor<br>restituō<br>dēspērō<br>adversus<br>cōgnōscō<br>accēdō<br>animadvertō<br>ēgregius<br>vereor<br>priusquam<br>quisquam<br>simul<br>praesēns | 23. posttridiē<br>bīdūm<br>supersum<br>pridiē<br>interclūdō<br>cōnfidō<br>24. postquam<br>sustineō<br>impedimentum<br>cōnfertus<br>succēdō<br>25. deinde<br>aequō<br>pilum<br>scūtum<br>ferrum<br>sinister<br>commodus<br>eō (adv.)<br>claudō<br>latus, -eris<br>aperiō<br>cōnspicor<br>rūrsus |
| 14. | commemorō<br>accidō<br>aliquis<br>contumēlia<br>num<br>recēns<br>temptō<br>cōnsuēscō<br>enim<br>doleō<br>secundus<br>testis                          | 19. cōgnōscō<br>accēdō<br>animadvertō<br>ēgregius<br>vereor<br>priusquam<br>quisquam<br>simul<br>praesēns  | 26. vallum<br>obiciō<br>intermittō<br>trīdūm<br>littera  |
| 15. | posterus<br>equitātus<br>āgmen<br>aliēnus<br>cadō<br>tantus<br>laccessō<br>coepī<br>circiter<br>amplius  | 20. ops<br>minuō<br>vulgus<br>fleō<br>dexter<br>prehendō<br>prēndō<br>adhibeō<br>vitō<br>custōs<br>loquor  | 27. proiciō<br>pōscō<br>conquīrō<br>occultō<br>ignōrō  |
| 16. | interim<br>cot (t) īdiē<br>modo<br>mātūrus<br>pābulum<br>quidem<br>nōlō<br>īnstō   | 21. cōnsidō<br>perītus   | 28. unde<br>famēs<br>ratiō<br>condiciō<br>29. summa<br>redeō   |

### CAESAR, GALLIC WAR, BOOK II

- |   |  |   |
|---|--|---|
| 1. suprā<br>rūmor<br>coniūrō<br>sollicitō | communis<br>centum<br>regiō<br>dēferō                                    | efficiō<br>cohors   |
| 2. ineō<br>aestās<br>incipio              | ferus<br>totidem   | 6. lapis<br>nūdō<br>subsidium   |
| 3. opiniō<br>permittō<br>cōnsentiō        | 5. doceō<br>interest<br>cōnflīgō<br>tueor<br>tūtus<br>reddō<br>commeātus | 7. paulisper<br>significō<br>8. opportūnus<br>idōneus<br>ēditus<br>plānitīēs<br>uterque<br>frōns, -ntis |
| 4. sic<br>plērīque<br>explōrō             |  |   |

lēnis	dēficio	agger
tortum	dēcertō	turris
9. palūs	appropinquō	13. nāscor
neuter	11. tumultus	tendō
prōtinus	perspiciō	14. redigō
ūsus	subsequor	15. dēdō
10. fallō	prior	aditus
iniquus	perturbō	remitto
	12. vacuus	

## COLLEGE ENTRANCE WORD LIST—THIRD YEAR

(Rearranged according to first appearance: Lodge and Hurlbut lists used as guides)

## CICERO, AGAINST CATILINE I

1. tandem	atrōx	quotiens
patientia	diligō (diligentia)	quot
ōs, ōris	8. plānus	aiō
vultus	vigilō	adsequor
2. immō	obscūrus	16. sica
notō	scelus	sacer
dēsignō	taceō	miseriordia
pridem	hīc (adv.)	necessarius
pestis	9. sāctus	contingō
3. privō	exitium	inānis
orbis	igitur	17. pactum
nimis	10. aliquandō	careō
praetereō	nimum	cōscientia
acerbus	sinō	plācō
cōsultum	11. infestus	opinor
4. quondam	totiens	patria
clārus	insidior	parēs
avus	comitia	pertimēscō
cōsulāris	concitō	18. aliquot
praetor	quamquam	nex
vērū (conj.)	12. templum	quaestiō
tabula	tēctum	ēvertō
tamquam	propius	quisquis
clēmēns	comes	abhorreō
tantum (tantus)	13. exsiliū	dēsino
inertia	suādeō	19. habitō
nēquitia	dēlectō	repudio
5. crēscō	ōdī	videlicet
moenia	dēdecus	carcer
perniciēs	haereō	vinculum
mōlior	libidō	20. attendō
potius, potissimum	facinus	ecquis
crūdēlis	flāgitium	21. quiescō
tunc (tum)	fāx	cārus
dēnique	14. nūper	honestus
improbū	existō	utinam
perditus	vindicō	tametsi
fateor	praetermittō	invidia
6. auris	impēdeō	pudor
adhūc	īdūs	23. sermō
etenim	ignōminia	sin
tenebrae	vitium	servō
nefārius	15. caelum	scelerātus
pariēs	spīritus	sēcerno
oblīvīscor	iucundus	latrōcinium
7. meminī	nesciō	24. forum
Kalendae	omittō	soleō

	voluptās	quaesō	31. fortasse
	pariō	penitus	morbus
	ōtium	cūctus	32. cūria
26. iaceō	28. gradus	gradus	patefaciō
stuprum	29. ardeō	ardeō	33. ōmen
obeō	sanguis	sanguis	auspiciū
somnus	parricida	parricida	latrō, -ōnis
praeclārus	30. dissimulō	dissimulō	foedus, -eris
frīgus	intendō	intendō	societās
27. cōsulātus	stultus	stultus	aeternus
vexō	extinguō	extinguō	morior
dēprecor	sēmen	sēmen	

## CICERO, AGAINST CATILINE III

1. coniunx	legō, -ere	19. cīvilis
domicilium	recitō	nūmen
pulcher	dēbilitō	flectō
hodiernus	imāgō	20. lūdus
ergā	amō	excelsus
flamma	11. dēmēns	21. praecipuus
2. inlūstris	ingenium	index
profectō	13. argūmentum	22. ignōscō
condō	intueor	23. celebrō
benevolentia	14. fidēlis	togātus
dēlūbrum	collēga	24. recordor
3. manifestus	praetūra	lūmen
salvus	colōnus	ulcīscor
verbum	sānō	25. flōreō
restō	15. supplicatiō	concordia
4. optō	pūniō	quālis (cf. tālis)
5. hesternus	16. temeritās	26. monumentum
villa	aptus	triumphō
adsiduus	17. cervix	sedēs
6. exigō	dēnūtiō	27. externus
comitātus	furtum	rēctē
7. frequēns	palam	prōsum
8. aedēs	quoad	quandō
indicō, -āre	18. nūtus	violō
9. fātum	humānus	28. fructus
virgō	occidō	29. tractō
10. tabella		

## COLLEGE ENTRANCE WORD LIST—FOURTH YEAR

(Rearranged according to first appearance; Lodge and Hurlbut lists used as guides)

N. B.—Watch for compounds in *-cumbō* and *-cutiō*.

## ÆNEID, BOOK I

1. canō	18. foveō	spūma
4. superī	19. progeniēs	sāl
saevus	20. ōlim	36. pectus
memor	21. superbus	40. pontus
8. laedō	27. spernō	41. furia
9. -ve	29. accendō	42. nūbēs
rēgīna	super	43. ratis
volvō	aequor	45. turbō, -inis
10. insignis	31. arceō	scopulus
14. dīves	33. mōlēs	acuō
asper	34. tellūs	46. dīvus
17. currus	35. vēlum	50. cor

51. nimbus	161. sinus	306. almus
52. vāstus	scindō	312. gradior
antrum	162. rūpēs	comitor
53. luctor	geminus	314. obuius
56. fremō	164. coruscus	317. volucer
celsus	165. horreō	318. umerus
57. scēptrum	nemus	suspendō
58. nī	immineō	319. coma
59. aura	umbra	320. genū
60. spēlunca	167. intus	321. iuuenis
āter	169. uncus, a, um	323. pharetra
63. habēna	morsus	325. ōrdior
66. mulceō	173. artus	335. dignor
flūctus	175. folium	341. germānus
69. puppis	179. torreō	349. aurum
71. nympha	184. cervus	caecus
73. cōnūbium	185. armentum	352. vānus
75. prōlēs	186. pāscō	lūdō
79. epulae	187. arcus	357. celerō
81. cavus	190. sternō	359. ignōtus
cuspis	191. turba	pondus
82. velut	193. humus	364. fēmina
88. subitus	196. hērōs	366. surgō
90. polus	198. ignārus	367. solum, -i
micō	200. rabiēs	388. carpō
aether	sonō	389. līmen
92. extemplō	202. maestus	392. augurium
membrum	210. daps	394. āles
93. duplex	211. viscus	399. pūbēs
sīdus	212. secō	404. spirō
palma	tremō	406. agnōscō
94. ter	213. aēnus	412. amictus
99. ingēns	214. herba	417. caleō
100. unda	215. pinguis	sertum
101. galea	216. mēnsa	425. sulcus
102. strīdeō	221. gemō	429. decus
103. feriō	228. tristis	436. ferveō
104. prōra	niteō	438. suspiciō, -ere
106. pendeō	230. fulmen	441. lūcus
107. harēna	232. fūnus	447. dōnum
108. torqueō	239. sōlor	448. nectō
112. cingō	244. fōns	449. foris
113. fidus	246. arvum	453. lūstrō
114. vertex	256. osculum	458. ambō
115. prōnus	libō	461. ēn
118. appāreō	259. sublīmis	473. bibō
nō	263. ferōx	478. pulvis
gurgēs	267. cognōmen	hasta
123. imber	273. dōnec	480. crīnis
126. stāgnum	275. lupus (lupa)	pandō
129. ruīna	fulvus	481. tundō
130. dolus	278. meta	489. niger
131. for	280. fatigō	495. stupeō
138. pelagus	286. orīgō	497. caterva
142. citus	287. astrum	499. chorus
tumeō (tumidus)	291. saeculum	500. glomerō
147. rota	292. cānus	513. obstīpescō
149. saeviō	293. dirus	531. ūber (subst.)
150. volō, -āre	295. vinciō	541. cieō
152. sileō	296. nōdus	552. aptō
arrigō	297. gignō	stringō
astō	300. āēr	557. fretum
155. genitor	301. āla	580. dūdum

581. compellō, āre	654. collum	702. tondeō
589. decōrus	655. corōna	704. struō
590. iuventa	658. faciēs	708. torus
592. ebur	cupīdō	pingō
flāvus	660. os, ossis	724. crāter
597. miseror	implicō	729. patera
602. spargō	662. ūrō	731. hospes
604. cōsciū	672. cessō	738. hauriō
607. fluviū	681. sacrō	742. lūna
611. laevus	684. induō	743. pecus, -udis
626. stirps	685. gremium	745. properō
629. dēmum	690. exuō	tingō (tinguō)
634. taurus	693. mollis	747. plausus
648. rigeō	694. flōs	751. Aurōra
651. hymenaeus	701. famulus	

## REVIEWS

## NON-FICTION

Forestier, Amédée. *The Roman Soldier, some illustrations representative of Roman Military Life with Special Reference to Britain.* Introduction by Ian A. Richmond. 142 pp. A. and C. Black, Ltd., London, 1928. About \$3.50.

This collection of sixty-one attractive drawings, fifteen in color, illustrates the dress and equipment of the Roman soldier from the founding of Rome in the Eighth Century B.C. to 476 A.D. The pictures show appearance and archaeological evidence accurately based on everyday life at the various periods of the legionary. The drawings are annotated and the introduction summarizes the history of the development of the Roman army. Particularly interesting are the details of background, as in the Roman guarding the snow-covered wall in Britain or the soldiers at work in Italian fields. The volume furnishes much material for reports and posters for class work or club meetings.

Haskell, H. J. *The New Deal in Old Rome. How the Government in the Ancient World Tried to Deal with Modern Problems.* 258 pp. Alfred A. Knopf, New York, 1939. \$2.50.

The editor of the *Kansas City Star*, who is familiar at first hand with the development of our country in the present century, shows in this book how the problems which faced the expansion of Roman power and the solutions offered them by the Roman government are paralleled by many of our New Deal agencies. He points out various similarities to present problems in Roman economic development from the time of the Gracchi until the end of the third century of the Christian Era. The book should be read by all teachers of Latin as a source for parallels between our own economic difficulties and those of antiquity. The reader must, however, be familiar with the history of Rome or the comparisons will mean little. Only more mature students or those with a special interest in history and economics will understand the work. The Appendix contains a chronological outline of Roman history, lists of books consulted for the various periods, and a complete bibliography.

Wilson, Lillian M. *The Clothing of the Ancient Romans.* 178 pp. The Johns Hopkins Press, Baltimore, 1938. \$5.00.

The author of the *Roman Toga* has in this work summarized the subject matter of the earlier book and completed a history of Roman costume on a basis of all extant archaeological and literary evidence. The material is presented in a direct and clearly comprehensible style. A copy should be in every high-school library even if the Latin teacher must call on the home economics department to share the cost. Raw materials in use, dyeing, spinning, weaving, fulling, and sewing are discussed. Shades of Roman purple as derived from formulae in an ancient manuscript are illustrated in the frontispiece. There are chapters on cloaks, the soldiers' garments, the dress of children and women, and the costume of the Roman bride. The numerous illustrations are from ancient art, from photographs of reconstructions.



tions on living models, and, in a few cases, on dolls. There are detailed directions for reconstructing all types of costume on living models or in miniature. Besides furnishing directions for correct costumes in scenic productions, the book provides material for countless club programs and projects.

## FICTION

Anderson, Paul L. *For Freedom and for Gaul*. 293 pp. D. Appleton-Century Co., New York, 1938. \$2.00.

The hero of this tale is Taranis, a noble Haeduan youth of the Ben Webster type. Forced to flee from Noviodunum, a city friendly to Caesar, he becomes fired with the ambition of freeing Gaul from Rome and joins Vercingetorix. He meets Mandorix, hero of *With the Eagles*, who drops out of sight in a skirmish to reappear later under most opportune circumstances. Taranis' daring and intelligence make him a member of the staff of Vercingetorix. He fights through the campaigns and sieges described by Caesar in Book VII. Descriptions of sieges, details of life in Gallic towns, and of Druidic religion are all based on reliable source material. In following the adventures and romance of the hero even an unimaginative student will acquire a great many details to enliven and explain Caesar's concise account in the seventh book.

Anderson, Paul L. *Pugnax the Gladiator*. 294 pp. and notes. D. Appleton-Century Co., New York, 1939. \$2.00.

A captured Gallic youth sold to a *lanista* is given the name of Pugnax as he wins a place of respect among the other gladiators of the barracks. He becomes the hero of picaresque adventures in Naples and Rome, joined at times by Tiberius, already known to Anderson's readers as the slave of Catiline. The incidents, based on aspects of Roman life in Cicero's time, are more possible than probable in some instances, but make interesting reading. The author succeeds in showing that in spite of the brutality there was a decided element of sportsmanship in gladiatorial contests. Excessive coarseness of detail is intentionally avoided and except for a few villains who receive their due punishment in time, we meet essentially well-meaning members of both the *populus minutus* and the plebeian class.

Clason, Clyde B. *Murder Gone Minoan*. 302 pp. and bibliography. Published for the Crime Club, Inc. Doubleday, Doran and Co., Inc., New York, 1939. \$2.00.

The murder of the story occurs not in ancient Crete, but on an island off the California coast in the modern villa modeled after the palace of Knossos by a wealthy Cretan-American department-store owner, known as Minos to his employees. The characters are decidedly of the twentieth century and well portrayed.

The detective is a scholarly professor of ancient history. The author has woven a remarkable amount of Cretan and classical lore with California Indian archaeology and the individual problems of modern people with a mystery which baffles the reader as well as the local police until the last chapter.

Cowles, Julia Danow. *Our Little Roman Cousin of Long Ago*. 118 pp. Boston, The Page Co., 1913. Eighth impression, 1938. \$1.00.

The principal topics of an elementary course in Roman life, home, the *villa rustica*, school, the forum, weddings, funerals, etc., are worked into story form in this little volume. It will be a useful and inexpensive reference book for elementary Latin students. The material is taken from hand books on the subject and repeats some of the errors that have crept into these, as in the discussion of papyrus and the statement that there were no book-sellers in Cicero's time (Atticus was a publisher). The use of different gentile names for two sisters also was not the practice until much later. These details do not, however, seriously impair the general usefulness of the book.

Mundy, Talbot. *Purple Pirate*. 367 pp. D. Appleton-Century Co., New York, 1936. \$2.50.

The adventures of Tros of Samothrace in the year following Caesar's death are narrated in this historical romance. Tros, a hero above fear and

above reproach, has anchored his trireme at Alexandria. Cleopatra also has returned to her capital and she and Charmion share the work of the head of the secret police and minister of propaganda to keep the throne reasonably secure. Tros has refused to be the consort of either lady, but he is too valuable a naval commander and diplomat to fall victim to the fury of two women scorned. He sails the eastern Mediterranean on several important missions, engages with pirates and divisions of Cassius' fleet in a series of spirited naval battles and hairbreadth escapes, all admirably described. On one adventure he meets the woman whose *élan* fits her to share his career and they plight their troth in the shadow of the pyramids.

The historical characters introduced are true to the general evidence of history, the details of life are distinctly ancient. Even Tros' superior knowledge of science and his humanitarianism are at least credible. We wonder only where the author has found that Roman knights wore a crimson toga. There are misprints in the few Latin phrases. These defects, however, will hardly be noticed by the reader who is enjoying a first-rate story.

Peterson, Nis. *The Street of the Sandalmakers, a tale of Rome in the time of Marcus Aurelius*. 496 pp. Translated from the Danish by Elizabeth Sprigge and Claude Napier. Lovat Dickson, Ltd., London, 1933. About \$2.00.

This first novel of a Danish poet shows much study of Roman life on the part of its author, but it drags through thirteen years and nearly five hundred pages without Aristotle's first requisite for a great work, unity of character. The dilettante poet hero's martyrdom for Christianity seems due to circumstances arising from pique at St. Cecilia's refusal to marry him rather than to sincere conversion. His father starts out as a coarse, jovial, middle-class Roman business man, a bit garrulous when tipsy, a weakness utterly inconsistent with his later rôle of chief of the secret police. Actions of other characters are equally hard to understand. Even the child with whose birth the story opens is only a precocious gamine with no great mission before him. The author is none too subtle in projecting modern types into antiquity. Some of his descriptions of the ravages of the plague and of the coarseness of the lower middle class are not especially great literature. The best part of the book is its alluring title. It is to be regretted that the writer did not have the literary feeling of the Emperor Augustus, who finished his tragedy of Ajax with an obliterating sponge.

Riding, Laura. *A Trojan Ending*. 436 pp. The Seizin-Deyá, Majorca, and Constable and Co., Ltd., London, 1937. \$2.50.

This is another first novel by a writer of poetry who was forced to leave Majorca because of the war in Spain and was led to muse on the Trojan war. The author read widely in the pre- and post-Homeric myths. The result is rather a Homeric nightmare with the creation of new myths and new genealogies for well-known persons. Chalcas is a renegade Trojan; Andromache dies before the slaying of Hector; Iphigenia is really the daughter of Helen and Theseus. Rightly does the author append a four-page *Who's Who* for the enlightenment of the reader, who struggles through over four hundred pages on the last year of the war. The wooden horse is merely a blind for the crowd, after the politicians have agreed to a surrender. Her people are modern sophisticates and in spite of the author's insisting on the fine character of some, they do not convey the nobility and directness of Homer in the least. The book may well be left unread as just another unpleasant result of the Spanish Civil War.

## TEXAS LATIN TOURNAMENT—APRIL 1, 1939

### GENERAL NOTICE TO ALL GRADERS

Remember that this is a competitive examination, and grades are not necessarily absolute but relative. Hence *subtract* rather than add.

You may object to the grading scale and the sample key for graders, but remember that there are graders at work in all the centers, each with his own idea of values. The key strives for a reasonable uniformity in grading, and the answers given, particularly in translations, are suggestions only. Deduct .1 for all errors of spelling unless the key indicates otherwise.

Underline every error with red pencil. Indicate clearly *in the margin* the amount to be deducted for each question or part of question. If there is no error, put 0 in the margin, to show that the question has been graded. A committee skilled in arithmetic should compute the total values. *The total grade should be clearly marked on each paper.*

In case of tie or close grades, consideration should be given:

(1) In translation, to clearness and quality of English.

(2) In prose composition, to word-order. In no case should jargon or hotch-potch be accepted as translation.

IMPORTANT. Teachers who have pupils in the Tournament must not take part in the final ranking of the contestants, and *should stay out of the room* where the winners are being decided. They are not to learn the results until the announcement is made at the banquet.

## JANUARY BEGINNERS

### QUESTION I—Value 8

*Vocabulary:* Copy the following English words and give the Latin for each:

- |            |              |               |             |
|------------|--------------|---------------|-------------|
| 1. farmer  | 2. grain     | 3. today      | 4. I praise |
| 5. sword   | 6. around    | 7. I see      | 8. tired    |
| 9. forest  | 10. I hasten | 11. beautiful | 12. without |
| 13. letter | 14. camp     | 15. ten       | 16. teacher |

### QUESTION II—Value 15

*Inflection:*

- Copy the following Latin nouns and place after each the correct answer, or answers, as to its case, gender, and number:
  - nunti—gen. masc. sing; nom. masc. pl; dat. neu. sing; abl. masc. sing.
  - viā—nom. fem. sing; dat. fem. sing; nom. neu. pl; abl. fem. sing.
  - filiae—dat. fem. pl; gen. fem. pl; nom. fem. pl; gen. fem. sing.
  - nautae—nom. masc. pl; dat. fem. sing; gen. fem. sing; abl. neu. sing.
  - servō—abl. neu. sing; dat. masc. sing; gen. masc. sing; abl. masc. sing.
  - praemiis—dat. masc. pl; abl. neu. pl; dat. neu. pl; abl. masc. pl.
  - castra—acc. neu. pl; nom. fem. sing; nom. neu. pl; abl. fem. sing.
  - bona—nom. neu. pl; acc. fem. sing; nom. fem. sing; abl. fem. sing.
  - oculi—dat. masc. sing; nom. masc. pl; gen. masc. sing; gen. neu. sing.
  - vitārum—nom. neu. sing; acc. neu. sing; acc. masc. sing; gen. fem. pl.
  - proelium—nom. masc. sing; nom. neu. sing; acc. neu. sing; acc. masc. sing.
  - incolis—nom. masc. pl; abl. neu. pl; abl. masc. pl; dat. masc. pl.
- Conjugate these verbs in the present active indicative, marking all long vowels: portō, maneō, dō, sum.

### QUESTION III—Value 20

*Translation:* Translate into English:

- Ē fenestrā lātā parvae villae amicus meus lūnam clāram et novam spectat.
- Puellae oppidum mōnstrat ubi magister noster nunc habitat.
- Cōpia frūmenti est in agris Italiae, sed agricolae nōn labōrant quod bellum in Galliā pugnant.
- Captivus miser dominō fābulās longās saepe nārrat dē magnīs proeliīs et dē terrā pulchrā ubi amīci habitant.
- Servi sunt malī quod equīs defessīs aquam et frūmentum nōn dant.

### QUESTION IV—Value 15

*Syntax:* These questions are based upon the sentences in Question III. Give the number, case, and the reason for the case:

- fenestrā, villae, lūnam.
- puellae, oppidum, noster.
- agris, Italiae, bellum.
- dominō, proeliīs, amīci.
- malī, equīs, frūmentum.

## QUESTION V—Value 10

*Completion:* Supply the Latin word or words to complete the following sentences. (Copy only the Latin sentences.)

1. The sailor is tall.  
Nauta est \_\_\_\_\_.
2. The slave and the boy are in the cottage.  
Servus et puer \_\_\_\_\_ in \_\_\_\_\_.
3. The good poet is telling my daughter a long story.  
Poëta \_\_\_\_\_ filiae \_\_\_\_\_ nārrat.
4. Much money is the messenger's reward.  
\_\_\_\_\_ pecūnia est \_\_\_\_\_.
5. I hasten through the fields to the farmer's cottage.  
Per \_\_\_\_\_ ad \_\_\_\_\_ properō.
6. The slaves are small but strong.  
Servi \_\_\_\_\_ sunt sed \_\_\_\_\_.
7. Where are we living now?  
Ubi nunc \_\_\_\_\_?
8. I do not have money on account of the war.  
Propter \_\_\_\_\_ nōn habeo.

## QUESTION VI—Value 20

*Composition:* Translate into Latin:

1. The queen is beautiful, but she is not good.
2. The famous sailor tells your son stories about the gifts of the goddesses.
3. The men of my fatherland do not fight because they do not have weapons.
4. Eight slaves work in the forest; four hasten to town.
5. The farmers' daughters have many pretty roses.

## QUESTION VII—Value 12

*Derivation:*

1. Give and define the Latin word from which each of the following English related words is derived:  
copious, annual, vocation, vital, mural, library, October, valid.
2. Use in an English sentence each English related word in part 1.

## FIRST YEAR

## QUESTION I—Value 15

*Vocabulary and Declension:* Translate each word and then write it in the case and number indicated, marking long inflectional endings.

1. praemium—genitive sing.
2. dux—accusative sing.
3. arma—accusative pl.
4. iter—ablative sing.
5. caput—nominative pl.
6. homō—dative sing.
7. vulnus—ablative pl.
8. pōns—genitive pl.
9. pārs—nominative pl.
10. puer—dative sing.
11. liber (noun)—nominative pl.
12. dea—ablative pl.
13. mare—ablative sing.
14. fēmina—dative sing.
15. oculus—genitive pl.

## QUESTION II—Value 20

*Conjugation:*

1. Write, in order, the principal parts of each verb, and translate the present indicative: *āfui, scribere, dō, mōvi, relictus*.
2. Change each of the following verbs only in the one detail indicated (that is, in number, tense, or voice), and translate your answer: (Example: *navigās*—perfect. Answer: *navigāvisti*—you have sailed.)
  1. *petiverunt*—future.
  2. *labōrās*—imperfect.
  3. *defendimus*—perfect.
  4. *dūcam*—present.
  5. *actus erit*—active.
  6. *coēgērunt*—passive.
  7. *vincere*—passive.
  8. *vidisti*—plural.
  9. *vastārī*—active.
  10. *iussērunt*—singular.

## QUESTION III—Value 20

*Composition:* Translate into Latin:

1. My father will send an abundance of grain to the camp.
2. The weary soldiers drew the ship to land.
3. The inhabitants of Europe used-to-fight with swords and weapons.
4. For a long time we shall look at the sea from the top of the mountain.
5. Will you (sing.) not order the proud tribe to ask-for help?

## QUESTION IV—Value 25

*Translation:* Translate into English:

1. Consul, *ēgregius orātor, dē pace populō Rōmānō dīcet*.
2. *Estisne nūntiī rēgis Britanniae?*
3. *Ego provinciam meam regō, tu tuam*.
4. *Princeps Germānōrum, hostis civitātis, multis cum viris trāns Rhenum properābit quod socii ab equitibus nostris victi sunt*.
5. *Multa oppida in ripis fluminis mūrōs nōn semper habent*.
6. *Cūr, dux Hispāniae, sine morā ad finis Gallōrum discēdis?*

## QUESTION V—Value 5

*Syntax:* Explain the construction of these words taken from the sentences in Question IV:

1. *populo*; 4. *hostis*; *viris*; *equitibus*; 6. *dux*.

## QUESTION VI—Value 15

*Derivation:*

1. Give an English word from each of the following words:  
*post, scribo, corpus, beneficium, octo, paro, ultimus*.
2. Give and define the Latin prefix and root of each of the following English words, and then use each of these same English words in a sentence:  
*correspond, transport, trilingual, peninsula, contradict*.
3. Give and define the Latin word from which each of the following names is derived:  
*Beatrice, Grace, Clara, Regina, Victoria, Silvia*.

## THIRD TERM

## QUESTION I—Value 25

*Translation:* Translate into English:

## A Naval Battle

1. *Erat ūna nāvis Rōmāna longē ab reliquīs nāvibus collocāta (stationed)*.
2. *Hāc nāvi visā nōn tenuērunt sēsē (themselves) hostēs, sed magnā celeritāte quattuor nāvēs hostium ad eam properāverunt*.

3. Caesar arbitrātus est *nautās* huius nāvis tam longē ab reliquis nāvibus prōgredi nōn dēbuisse, sed coāctus est eis ferre auxilium, nē hostēs facili victoriā superbi fierent.
4. Nautae, cum in omnibus pugnis et diligentia et *virtute praestitissent*, tum maximē (especially) labōrābant ut nāvem dēfenderent, nē fāmam multōs iam *annōs* servātam amitterent.
5. Capta est ūna hostium nāvis; trēs omnibus cum *nautis* depressae (sunk) sunt; magna multitudo reliquīs in nāvibus occisa est.
6. Hāc magnā caede tam territi sunt hostēs ut nōn diū *manerent* sed multis nautis natantibus (swimming) in aquā relictis celeriter discēderent.

## QUESTION II—Value 15

*Grammar:*

1. Syntax: List the ten words italicized in the sentences in Question I, and give the construction of each.
2. Forms: Give the principal parts of the following verb-forms in their regular order, marking long quantities:  
mōvī, ferre, ductus, stō, profectus sum.

## QUESTION III—Value 10

*Comprehension:* Do not translate, but read carefully and answer the questions below:

Atticus, a Generous Roman Millionaire Who Lived in Athens.

Atticus ita vixit ut omnibus Athēniēnsibus esset cārissimus. Nam nōn modo grātiā praestitit, quae iam, cum adulescentulus esset, magna erat, sed etiam suā saepe pecūniā inopiam eōrum publicam levāvit. Aliō etiam beneficio iūvit civēs; nam magnā inopiā cibī frūmentum iussit omnibus dari civibus. Mōres eius tam facilēs erant ut et humilibus similis et pār rēgibus videretur. Itaque Athēniēnsēs cupivērunt eum facere civem, sed hoc beneficium nōn cupivit Atticus accipere, quod civis Rōmānus aliā civitāte acceptā civitatem amittebat Rōmānam.

Athēniēnsis—an Athenian.

grātiā, ae, f.—personal popularity.

adulescentulus, ī, m. = a young man.

publicus, -a, -um = public.

levō, -āre, -āvi, -ātus = to relieve.

alius, -a, -ud = another.

facilis, -e = agreeable.

1. What was the attitude of the Athenians toward Atticus?
2. What were the three reasons for this attitude?
3. Describe the impression which the character of Atticus made upon those who met him.
4. What did the Athenians wish to do for Atticus?
5. Why did Atticus not accept their offer?

## QUESTION IV—Value 10

*Identification:* Copy the following verb-forms, and mark the translation as right (R) or wrong (W):

1. cupiet—let him (her, it) desire.
2. amāverim—I shall have loved.
3. dēbēbit—he (she, it) will owe.
4. repulsī erunt—they had been driven back.
5. fūgit—he (she, it) flees.
6. incēnsus est—he is being set on fire.
7. hortāta erat—she had been urged.
8. pelleris—you (sing.) are being driven.
9. capiat—he (she, it) will take (seize, capture).
10. monēris—you (sing.) will be warned (advised).

## QUESTION V—Value 15

*Declension:* Decline, marking the long quantities of inflectional endings:

1. *hic impetus* in the sing.
2. *quī* in the sing., all genders.
3. *nox longior* in the plural.
4. *is diēs* in the plural.
5. *ille vir* in the sing.

## QUESTION VI—Value 15

*Composition:* Translate the following sentences into Latin, marking long stems and inflectional endings:

1. He said that the leader would send the soldiers within five days.
2. Let us all remain loyal to our country!
3. Cornelia was such a good (so good a) mother that she was praised by all.
4. Caesar, a man of great valor, fought bravely.

## QUESTION VII—Value 10

*Derivation:*

1. Give an English derivative from each of the following Latin words, and use the derivative in a sentence:  
ūnus, pecūnia, legō, pōnō, manus.
2. Give and translate the basic Latin word from which each of the following English words is derived, and use the English derivative in a sentence:  
acceptable, desperate, moratorium, celerity, tenacious.

## SECOND YEAR

## QUESTION I—Value 12

*Comprehension:* Do not translate the passage, but read it carefully and answer in complete English sentences the questions set below:

## Hannibal Invades Italy

Sic Hannibal, minor quinque et viginti annis imperator factus, proximo triennio omnis gentes Hispaniae bello subegit; Saguntum, foederatam civitatem, vi expugnavit, tres exercitus maximos comparavit. Ex his unum in Africam misit, alterum cum Hasdrubale fratre in Hispaniā reliquit, tertium in Italiam secum duxit.

Ubi saltum Pyrenaeum transiit, quacumque iter fecit cum omnibus incolis confligit. Ad Alpes posteaquam venit, quae Italiam ab Galliā dividunt, quas nemo umquam cum exercitu ante eum praeter Herculem Graium transierat (quo facto is hodie saltus Graius appellatur) Alpicos conantes prohibere transitu concidit, loca patefecit, itinera munivit, effecit ut eā viā elephāntus ornatus ire posset, quā antea unus homo inermis vix poterat repere. Hāc copias traduxit in Italiamque pervenit.

*Vocabulary:*

saltus = mountain pass

subegit = superavit

ornatus = loaded, equipped

confligit = pugnavit

inermis = sine armis

concidit = interfecit

repo = creep, crawl

1. What periods of time are mentioned and what occurred at each?
2. How did Hannibal dispose of the large army that he had collected?
3. Wherever he marched, how was he received?
4. Had no one ever crossed the Alps before?
5. What was the pass across the Alps called, and why?
6. How big was the road before, and how big did Hannibal make it?

## QUESTION II—Value 20

*Translation:* Translate into English:

The Devotion of the Piso Brothers

At hostes, ubi nostros equites conspexerunt, qui frumenti causā ierant trans Mosam, impetu facto celeriter nostros reppulerunt. In eo proelio ex equitibus nostris interficiuntur iiii et LXX, in his vir fortissimus, Piso Aquitanus, cuius avus in civitate suā regnum obtinuerat, amicus ā senatu nostro appellatus. Hic cum fratri intercluso ab hostibus auxilium ferret, illum ex periculo eripuit, ipse equo vulnerato deiectus, quoad potuit, fortissime restitit; cum circumventus, multis vulneribus acceptis, cecidisset, atque id frater, qui iam proelio excesserat, procul vidisset, incitato equo se hostibus obtulit atque interfectus est.

*Vocabulary:*

conspicio = catch sight of  
Aquitanus = an Aquitanian  
intercludo = cut off  
quoad = as long as  
procul = at a distance

Mosa = Meuse (River)  
avus = grandfather  
eripio = rescue  
cado = fall  
deicio = de + iacio

## QUESTION III—Value 20

*Grammar:* These questions are based upon Question II.

1. Explain the syntax of frumenti, facto, equitibus, interficiuntur, amicus, fratri, ferret, deiectus, proelio, hostibus.
2. Give the principal parts of the Latin verbs of which these forms are a part: ierant, reppulerunt, ferret, potuit, acceptis, excesserat.
3. Compare both adjective and adverb of celeriter and of fortissimus.
4. Give the present indicative of ierant and potuit; the present indicative of ferret, active and passive; the participles of appellatus; a synopsis of vidisset, second person singular, all tenses of subjunctive mood, active and passive.

## QUESTION IV—Value 10

*Recognition:* Copy each verb form in the first column and match it either with its translation or with the proper subjunctive form from the second column.

1. repellere.
2. reppulēre.
3. repellendus.
4. repelleris.
5. repellerēris.
6. repellēris.
7. repellens.
8. reppulisse.
9. repellatur.
10. repulsuri sunt.
11. repulsus.
12. repelli.
13. repelle.
14. repulsus esset.
15. repellunt.
16. repulsa erat.
17. repellebat.
18. repellant.
19. reppuli.
20. repellent.

1. They are driving back.
2. She had been driven back.
3. 2nd sing., imperf. subj., pass.
4. to be driven back.
5. driving back.
6. He used to drive back.
7. Let him be driven back.
8. about to be driven back.
9. You will be driven back.
10. Let us drive back.
11. I have driven back.
12. (having been) driven back.
13. They will drive back.
14. They have driven back.
15. You are (being) driven back.
16. to drive back.
17. They are about to drive back.
18. to have driven back.
19. Drive (sing.) back.
20. 3rd sing., pluperf. subj. pass.
21. We shall have driven back.
22. Let them drive back.

## QUESTION V—Value 15

*Declension:* Write each of the following phrases in the case and number indicated:

1. long ship, gen. pl.
2. neighboring town, acc. pl.



3. a very short time, abl. sing.
4. a rather bold speech, nom. sing.
5. the woman herself, gen. sing.
6. that famous river, acc. sing.
7. a smaller state, dat. sing.
8. fourth day, dat. sing.
9. which sailor, dat. sing.
10. my son, gen. sing.
11. the same army, nom. pl.
12. the easiest thing, gen. sing.
13. the sharpest battle, abl. pl.
14. a wider sea, abl. sing.
15. his (own) plan, acc. pl.

## QUESTION VI—Value 15

*Composition:* Translate into Latin:

This summer I shall go to Rome to see the forum. Do you not wish to come with me? I intend (am going) to sail by a very large ship, because I have heard that the large ships are so swift that they can cross (transeo) the sea in five days. Since this journey is not expensive (carus-a-um), let us all visit (viso 3rd) those famous cities about which we have often read; and, moreover, let us hope that there will be no war.

## QUESTION VII—Value 8

*Derivation:*

1. Give and define the Latin word, including prefixes if they occur, to which these English words are related:  
ultimatum, aggressive, reversible, spontaneous, mandate, itinerant, initial, patient.
2. Use in an English sentence each English related word in part 1.

## THIRD YEAR

## QUESTION I—Value 20

*Translation:*

Quam ob rem, ut saepe iam dixi, proficiscere ac, si mihi, inimico, ut praedicas, tuo, conflare vis invidiam, recta perge in exsilium; vix feram sermones hominum, si id feceris, vix molem istius invidiae, si in exsilium iussu consulis iveris, sustinebo. Sin autem servire meae laudi et gloriae mavis, egredere cum importuna sceleratorum manu, confer te ad Manlium, concita perditos civis, secerne te a bonis, infer patriae bellum, exsulta impio latrocinio, ut a me non electus ad alienos, sed invitatus ad tuos isse videaris.

*Vocabulary:*

pergo = discedo.  
moles = weight.  
conflo = excite.

## QUESTION II—Value 15

*Grammar:* The following questions are based upon Question I:

1. *Forms:*

- a. Write the form asked for, in the same mood, tense, and voice as the given form. (Example: dixi, 2nd sing. Answer: dixisti.)
1. proficiscere, 2nd plu.
2. vis, 3rd sing.
3. feram, 2nd sing.
4. iveris, 1st sing.
5. mavis, 1st plu.
6. confer, 2nd plu.
7. secerne, 2nd plu.
8. videaris, 1st sing.
- b. Give the principal parts of egredere, secerno, mavis.

2. *Syntax*: State the case and reason for the following words:  
inimico, iussu, consulis, laudi, sceleratorum, manu, patriae.

QUESTION III—Value 25

*Composition*:

Write in Latin: (For vocabulary you may use Question I.)

1. I advise you not to arouse prejudice against me.
2. If they had gone into exile, Cicero would scarcely have been able to endure the criticism of good men.
3. Let us set out immediately so as to go directly to our camp, where we may stir up all the desperate citizens.
4. The consul told the senators that he would drive out of Rome those who were waging war against their country.

QUESTION IV—Value 5

*Derivation*:

Use each of the following words in an English sentence; then state the basic Latin word from which it comes and give the meaning of the Latin word:

degradation, iniquity, docile, incipient, contingency.

QUESTION V—Value 25

*Sight Translation*:

(Cyrus defeats the Scythians by a trick)

Cyrus, postquam omnem Orientem in potestatem coegit, Scythias bellum intulit. Erat eo tempore Scythiarum regina Tomyris, quae, aditu hostium non territa, cum eos prohibere posset ne flumen Araxim transirent, transire eis permisit, nam et sibi faciliorem pugnam intra sui regni fines et hostibus fugam flumine obiecto difficiliorem futuram esse arbitrabatur. Itaque Cyrus copiis transductis cum aliquid spatii in Scythiam processisset, castra posuit. Deinde postero die timorem simulans (pretend) ex castris cum omni exercitu discessit, sed vini (wine) magnam copiam ibi reliquit. Quod cum reginae nuntiatum esset, filium ad Cyrum insequendum cum tertia parte copiarum misit. Cum ventum ad Cyri castra esset, adulescens (youth), qui de rebus militaribus pauca sciebat, oblitus belli suos vino se onerare (fill) passus est. De quibus rebus Cyrus per exploratores certior factus, cum omnibus copiis reversus per noctem ebrios (intoxicated) Scythas facile victos omnes cum reginae filio occidit.

QUESTION VI—Value 10

*Background*:

State which of the three answers is the correct one in each instance. Give just the number and the answer. (Example: 1. Cicero was born near Rome, Naples, Arpinum. Answer: 1. Arpinum.)

1. Cicero's first public office was that of praetor, quaestor, curule aedile.
2. His chief model in oratory was Pericles, Demosthenes, Aristophanes.
3. His famous teacher in oratory was Apollonius Molo, Archias, Gaius Gracchus.
4. The senate normally met in the Temple of Jupiter Stator, curia, saepta.
5. Cicero's only important prosecution was that of Mark Antony, Verres, Clodius.
6. Cicero was quaestor in Rome, Greece, Sicily.
7. Faesulae was the site of Catiline's death, Catiline's camp, the capture of the Allobroges.
8. Cicero's chief speech during his praetorship was Pro Milone, Pro Archia, Pro Lege Manilia.
9. The praenomen of Cicero's brother was Gaius, Lucius, Quintus.
10. As consul, Cicero wore the toga candida, praetexta, virilis.
11. Cicero's rival candidates for the consulship were Catiline and Antonius, Catiline and Crassus, Antonius and Crassus.

12. C. is the abbreviation for Caius, Cassius, Gaius.
13. The five conspirators were executed in the Tullianum, comitia, Temple of Concord.
14. The praetor's chief function was to preside over the courts, handle the state finances, preside over the senate.
15. Cicero was governor of Sicily, Cilicia, Macedonia.
16. In the civil war of 49 B.C. Cicero joined Caesar, joined Pompey, remained neutral.
17. Besides oratory Cicero was most distinguished as a writer of poetry, history, philosophy.
18. Cicero's wife was Cornelia, Tullia, Terentia.
19. In his political program Cicero favored the supremacy of the common people, a union of the senatorial and equestrian orders, a constitutional dictatorship.
20. The most celebrated portion of Pro Archia deals with praise of Caesar, praise of literature, denunciation of Mark Antony.

## FOURTH YEAR

## QUESTION I—Value 15

*Translation:*

Hic iam ter centum totos regnabitur annos  
 gente sub Hectorea, donec regina sacerdos  
 Marte gravis geminam partu dabit Ilia prolem.  
 Inde lupae fulvo nutricis tegmine laetus  
 Romulus excipiet gentem et Mavortia condet  
 moenia Romanosque suo de nomine dicet.  
 His ego nec metas rerum nec tempora pono;  
 imperium sine fine dedi. Quin aspera Iuno,  
 quae mare nunc terrasque metu caelumque fatigat,  
 consilia in melius referet, mecumque fovebit  
 Romanos, rerum dominos, gentemque togatam.  
 Nascetur pulchra Troianus origine Caesar,  
 imperium Oceano, famam qui terminet astris,  
 Iulius, à magno demissum nomen Iulo.

*Vocabulary:*

tegmen = skin

sacerdos = priestess  
 metus = timor

partu dare = give birth to  
 nutrix = nurse

## QUESTION II—Value 15

*Grammar:* These questions are based upon Question I.

1. *Forms:*

- a. Decline gente in plural; rerum in singular; nomen in full.
  - b. Give the principal parts of condet, referet, fovebit, nascetur.
  - c. Conjugate in the given mood, tense, and voice excipiet, terminet.
2. *Syntax:* Explain annos, nutricis, his, melius, origine, terminet, demissum.

## QUESTION III—Value 5

*Scansion:* Copy and mark the scansion of the following lines:

Trōēs tē miserī, ventis marīa omnia vectī,  
 ōrāmus: prohibē infandos ā nāvibus ignīs,  
 parce piō generī et propius rēs aspice nostrās.

## QUESTION IV—Value 20

*Sight Translation:* Nisus tries to save the life of his dear young comrade Euryalus, who has been surrounded by the foe.

Quid faciat? Qua vi iuvenem, quibus audeat armis  
 eripere? An sese medios moriturus in hostis  
 inferat et pulchram properet per vulnera mortem?

Ocius adducto torquens hastile lacerto  
 suspiciens altam lunam sic voce precatur:  
 "Tu, dea, tu praesens nostro succurre labori,  
 astrorum decus et nemorum Latonia custos.  
 Si qua tuis umquam pro me pater Hyrtacus aris  
 dona tulit, si qua ipse meis venatibus auxi  
 suspendive tholo aut sacra ad fastigia fixi,  
 hunc sine me turbare globum et rege tela per auras.  
 Dixerat et toto conixus corpore ferrum  
 conicit; hasta volans noctis diverberat umbras  
 et venit aversi in tergum Sulmonis ibique  
 frangitur ac fisso transit praecordia ligno.

*Vocabulary:*

hastile = hasta	ocius = celeriter
succurro = iuvo	lacertus = arm
Latonia = the moon,	decus = glory
daughter of Latona	tholus = sanctuary
venatus = hunting	globus = throng
fastigium = wall	praecordia = cor
diverbero = pierce	lignum = wood, shaft
fisso (from findo) = scindo	

QUESTION V—Value 10

*Identification:* Do not copy, but number in order and write down the name of the person or persons underlined in each quotation. (For example: *revocate animos* = Trojans.)

1. *Nate deā*
2. *fidus* quae tela gerebat
3. *Maiā genitum* demittit ab alto
4. *dux femina* facti
5. O Danaum *fortissime* (vocative) gentis
6. *famā* super aethera *notus*
7. Iovisque et *soror* et coniunx
8. O *fortunati*, quorum iam moenia surgunt
9. hominum *sator* (genitor) et deorum
10. Exanimumque auro *corpus* vendebat Achilles
11. *Hic* canit errantem lunam
12. et *notos pueri puer* induit voltus
13. Tros Tyriusque *mihi* nullo discrimine agetur
14. *bellatrix*, audetque viris concurrere *virgo*
15. *ille* impiger hausit spumantem pateram
16. et vera *incessus* patuit *dea*
17. *cavum* conversā cuspide montem *impulit* in latus
18. Romanosque *suo de nomine* dicet
19. Ipsa sed in somnis inhumati venit imago *coniugis*.

QUESTION VI—Value 10

*Background:*

1. Virgil's life. Do not copy, but set down the numbers with the appropriate answer to each.

Virgil was born at (1) in the year (2). In the civil war following the death of (3), he lost his (4), but was compensated for it by (5), who was led to take an interest in Virgil by (6). He had a number of famous friends, among them the statesman (7) and the poet (8). Virgil's principal works are (9), (10), and (11). He died at the age of (12) at (13), and was buried in (14). He left (15) children. In the Middle Ages he was regarded as a (16).

2. The *Aeneid*. Set down only the numbers with the appropriate answer to each.

- (1) The *Aeneid* is epic, lyric, dramatic poetry.
- (2) Virgil's object in writing the *Aeneid* was to obey a request of Maecenas, to imitate Homer, to glorify Rome and Augustus.

- (3) When dying, Virgil predicted the greatness of the *Aeneid*, asked that it be destroyed, asked that it be finished and published.
- (4) Virgil got the story of Aeneas's settling in Italy from Homer, from tradition, from Cicero.
- (5) He recounts Aeneas's adventures in chronological order; he begins in medias res.
- (6) The immediate cause of the Trojan War was a golden apple, the wrath of Juno, the abduction of Helen.
- (7) Troy was a city in Greece, in Asia Minor, in Arabia.
- (8) Book I of the *Aeneid* glorifies Augustus by direct praise addressed to him, by prophecy, by inference.
- (9) Aeneas was exiled from Troy by the Greeks, by the gods, by fate.
- (10) Alba Longa was founded by Ascanius, Aeneas, Achates.

## QUESTION VII—Value 15

*Composition:* Translate into Latin:

1. What would Antony have done, if he had been informed the day before that so many conspirators would kill Caesar on the fifteenth of March?
2. When the ships were attacked, the sailors sent three messengers to ask for help.
3. I am sorry that I gave you that book.
4. Blessed are the peacemakers (those who make peace), for they shall be called the children (sons) of God.

## QUESTION VIII—Value 10

*Derivatives:*

1. For each of the following Latin words write an English sentence containing an English word derived from it:  
primus, gens, sanguis, ago, casus.
2. For each of the following English words give the basic Latin word or words from which it is derived, and the meaning of the Latin word or words:  
translate, inimical, pontifex, Mediterranean, incident.

